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ABSTRACT

Created to offer staff development to local school districts and instructors of preservice teachers in Texas, this guide explains how to design a successful intervention program that provides short-term, intensive, one-on-one instruction for children who need help with reading and writing. In these materials, participants will learn about field-based literacy labs in general and about a particular lab called The Reading Club. The information and activities are designed to generate discussion about the issues involved in establishing a lab, including organization and instructional approaches that support the state curriculum (Texas Essential Knowledge and Skills, TEKS). It includes five sections of materials for workshop presenters: (1) an Introduction; (2) Professional Development, which includes speaker's notes and activities to accompany the overhead transparencies; (3) Handouts and Overhead Masters, which present key points and activities for the workshop; (4) Readings/Forms; and (5) Appendix, which contain 19 references. (RS)

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Professional Development Guide

Establishing a Field-Based Literacy Lab

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In collaboration with
• Region XIII/Texas Mentor School Network
• Austin Independent School District

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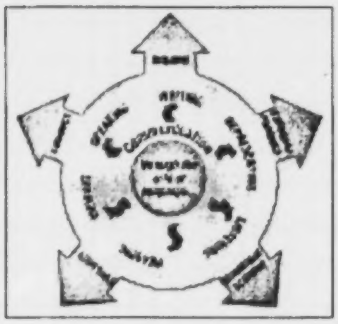

Professional Development Guide:

Establishing a Field-Based Literacy Lab

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1. Introduction

What is the Texas Center for Reading and Language Arts?

The Texas Center for Reading and Language Arts was established to assist K–12 educators in enhancing the Reading and Language Arts skills of Texas students.

The Center's goals are:

1) to provide teachers and future teachers with a thorough knowledge of the instructional principles underlying the English Language Arts curriculum adopted by the State Board of Education;

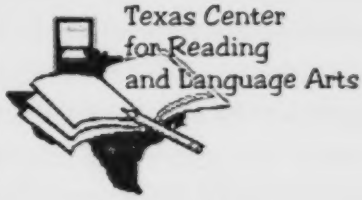
2) to increase educators' access to high-quality instructional models for all students; and

3) to establish a coordinated system of teacher education and professional development in literacy instruction.

Faculty from the University of Texas at Austin, in collaboration with the Mentor Schools Network, Region XIII Education Service Center, and the Austin Independent School District launched the Center. The Center's multiple projects are designed to share successful strategies and current research in Language Arts and Reading instruction with Texas educators.

The Purpose of this Guide

This Guide is designed to offer staff development to Texas preservice teacher educators and local school districts interested in establishing a field-based literacy lab. In these materials, participants will learn about field-based literacy labs in general and about a particular lab called "The Reading Club." The information and activities are designed to generate discussion about the issues involved in establishing a lab, including organization and instructional approaches that support the state curriculum (TEKS).



Literacy Labs
Both school-based and university-based labs served as models for universities and school districts.

Teacher Education Models
Elementary and secondary models were piloted to ensure that teachers are prepared to implement effective literacy instruction.

Effective Mentoring
Mentoring practices for new teachers were articulated through both print and video documents.

Spotlight on Reading Schools
Schools selected for demonstrated success of their students in reading, served as model programs and visitation sites.

District Curriculum Alignment
Austin ISD demonstrated how a district can correlate its local curriculum with the state curriculum, teach its teachers, and support mentors.

2. Professional Development

Preparing for the Workshop

Teacher educators, teachers, administrators, and others interested in establishing a field-based literacy lab will find guidelines within this manual.

Materials

- Professional Development Guide: Establishing a Field-based Literacy Lab.
- Handouts for all participants. (See Section 3)
- Readings for all participants. (See Section 4)

Equipment

- Overhead projector/marker
- Pencils
- Scissors
- VCR/Monitor

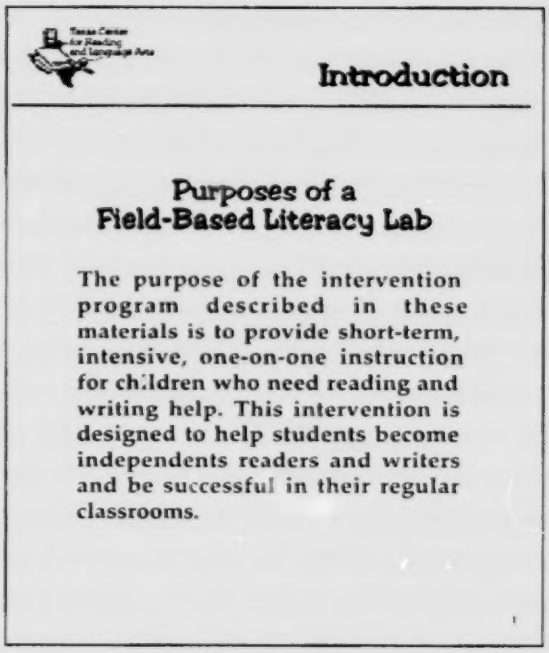
Room Arrangement

Depending on group size—rounds of 6-8.

Introduction

- Using Overhead #1, share with participants the purposes of a Field-based Literacy Lab.

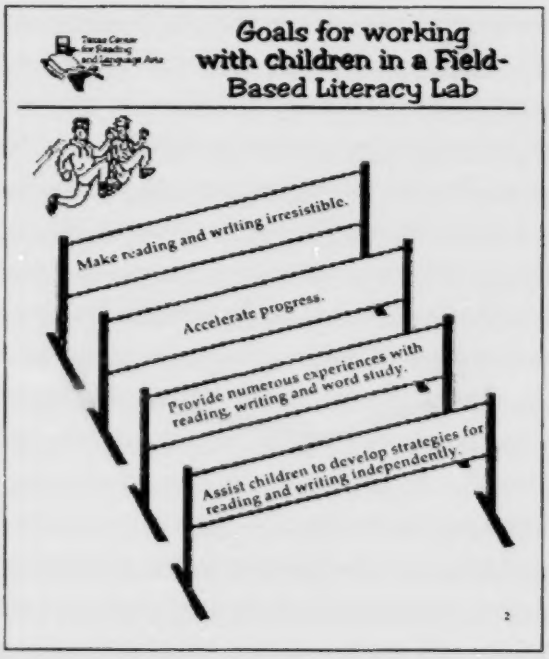
Overhead #1


Introduction
Purposes of a Field-Based Literacy Lab
The purpose of the intervention program described in these materials is to provide short-term, intensive, one-on-one instruction for children who need reading and writing help. This intervention is designed to help students become independents readers and writers and be successful in their regular classrooms.
1

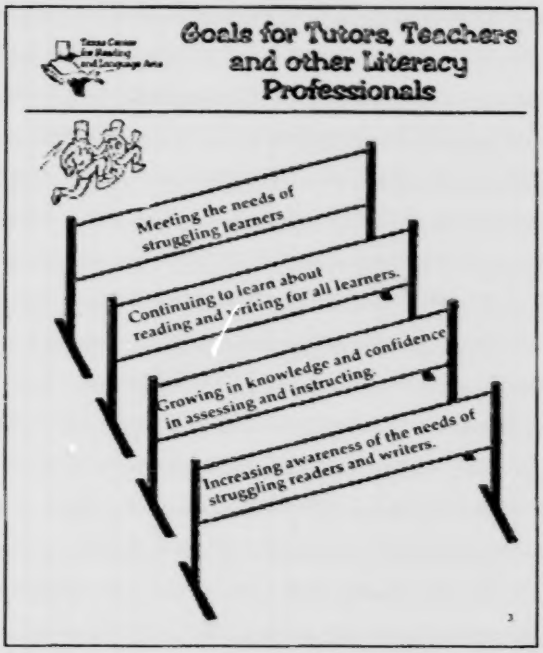
Introduction: Goals

- In viewing Overheads #2 and #3, the participants will be introduced to the goals of a Field-based Literacy Lab for students and tutors.

Overhead #2

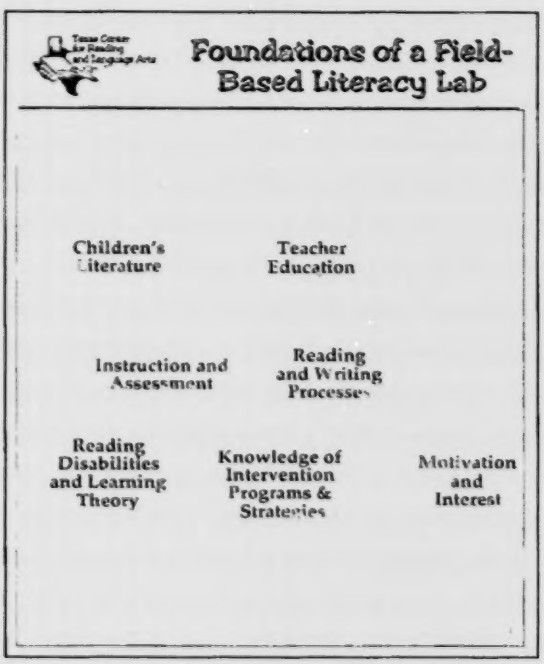

Goals for working with children in a Field-Based Literacy Lab
Make reading and writing irresistible.
Accelerate progress.
Provide numerous experiences with reading, writing and word study.
Assist children to develop strategies for reading and writing independently.
2

Overhead #3


Goals for Tutors, Teachers and other Literacy Professionals
Meeting the needs of struggling learners
Continuing to learn about reading and writing for all learners.
Growing in knowledge and confidence in assessing and instructing.
Increasing awareness of the needs of struggling readers and writers.

Introduction: Goals

Overhead #4



Introduction: Foundations

- Using Overhead #4, introduce the participants to the foundations of the knowledge underlying a Field-based Literacy Lab.

Video: Building the Reading Club

- Before playing the video, share with participants a viewing guide (Overhead #5).
- Stop the video when you see the words "Lessons Learned."

Overhead #5

Video Viewing Guide

- Introduction and Background
- Getting Started with Students
- Instructional Framework
- Successes

5

Group Activity 1

- Guide participants in Group Activity 1.

Overhead #6

Viewing the Video (Part 1) **Activity 1**

As you watch the first part of the video . . .

1. Take a few minutes to jot down your impressions of the field-based literacy lab ("The Reading Club") as shown on the video.

2. With your small group, discuss your impressions about the following:
   - Instruction
   - Assessment
   - Materials for instruction
   - Interest and motivation

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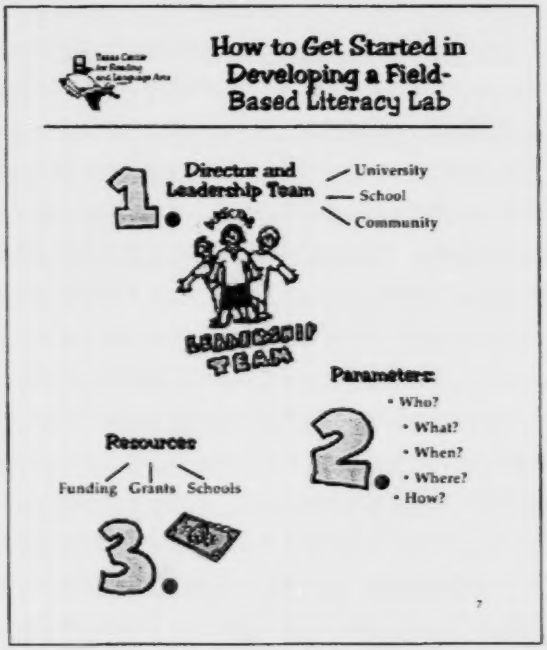
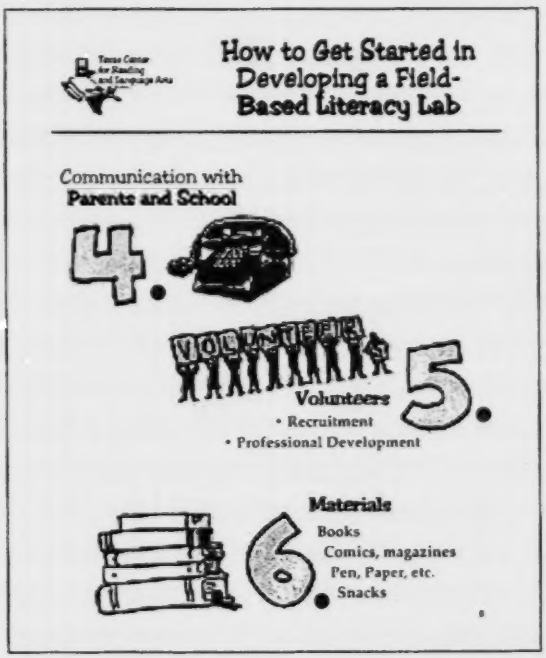
Overhead #7



Overhead #8



How to Get Started

- Using Overheads #7 and #8, point out factors involved in setting up a Field-based Literacy Lab.

Group Activity 2

Overhead #9

- Guide participants in Group Activity 2.

Note: Refer participants to pages R3 and R4.

Take a Closer Look at Establishing a Lab — Activity 2

Divide into groups of six. Cut apart the steps. Let each member of the group lead a short discussion related to the step.

Step 1 – Leadership Team

1) Begin by choosing a director, i.e. a trained reading specialist who has worked extensively with struggling readers . . .

Step 2 – The Program

After establishing the leadership team, the parameters of the literacy lab have to be established. These parameters include: Who will the literacy lab . . .

Step 3 – Resource Issues

The cost of running a literacy lab can be quite expensive, especially during the early stages. Grants are often the sources for providing the needed . . .

Step 4 – Communicating with the Teacher and Parents

1) Contacting the parents or guardians of potential students with an introductory letter introducing the . . .

Step 5 – Recruitment and Preparation of Volunteers

1) Recruit community and university mentors and volunteers, undergraduate education students, and . . .

Step 6 – Materials

1) Provide texts of all genres, topics and levels.
2) Take in materials from garage sales, secondhand stores, donations from . . .

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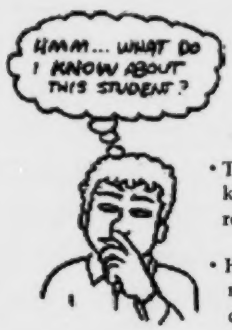
Assessment

- Use Overhead #10 to point out the importance of assessments of reading and writing.
- Refer participants to pages R14 (Section 4) for a sample of an interview form.

Overhead #10

Assessment: A Crucial Part of Every Reading Program



Assessment

- Tells what students know and do with their reading and writing.
- Helps teachers make instructional decisions.
- Begins the on-going relationship between tutor and student.

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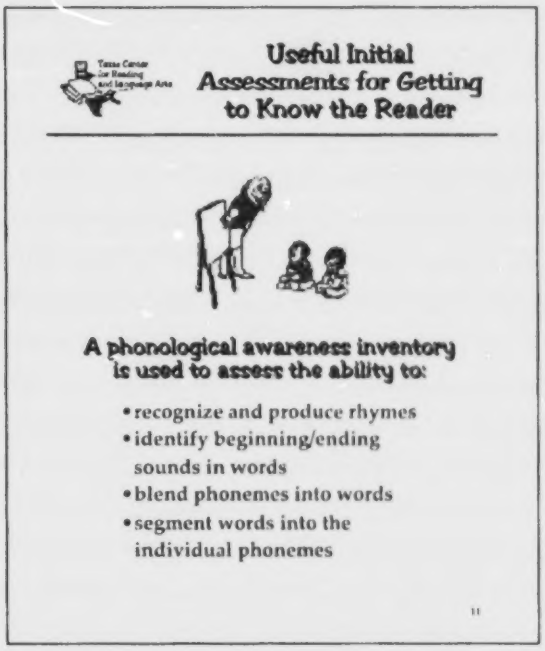
Overhead #11

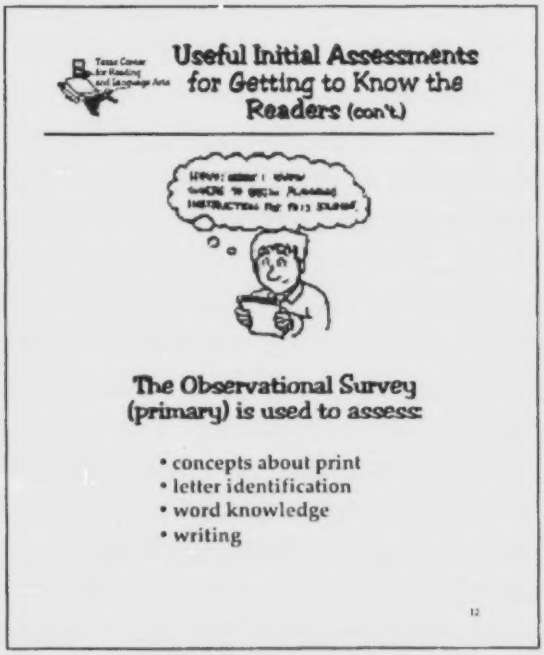

Useful Initial Assessments for Getting to Know the Reader
A phonological awareness inventory is used to assess the ability to:
• recognize and produce rhymes
• identify beginning/ending sounds in words
• blend phonemes into words
• segment words into the individual phonemes
11

Assessment: Initial

- Use Overhead #11 to introduce the components of any phonological awareness inventory.

Note: The Texas Primary Reading Inventory is an example of an assessment tool with which Texas teachers should be familar.

Overhead #12


Useful Initial Assessments for Getting to Know the Readers (con't.)
The Observational Survey (primary) is used to assess:
• concepts about print
• letter identification
• word knowledge
• writing
12

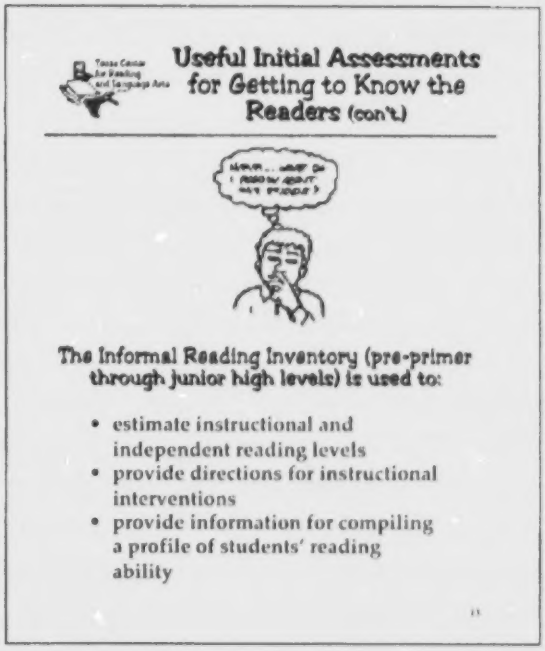
Assessment: Initial (con't.)

- Use Overhead #12 to highlight the components of Emergent Literacy Assessment by Marie Clay.

Assessment: Initial (Con't.)

- Use Overhead #13 to highlight the components of the Informal Reading Inventory.

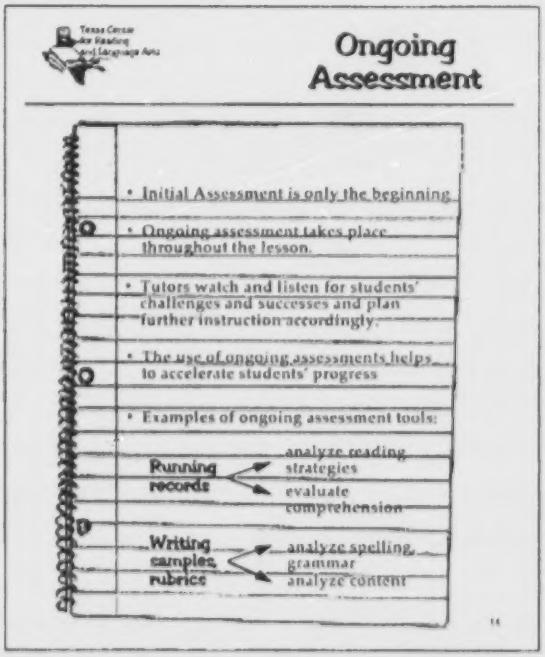
Overhead #13


Useful Initial Assessments for Getting to Know the Readers (con't.)
The Informal Reading Inventory (pre-primer through junior high levels) is used to:
• estimate instructional and independent reading levels
• provide directions for instructional interventions
• provide information for compiling a profile of students' reading ability

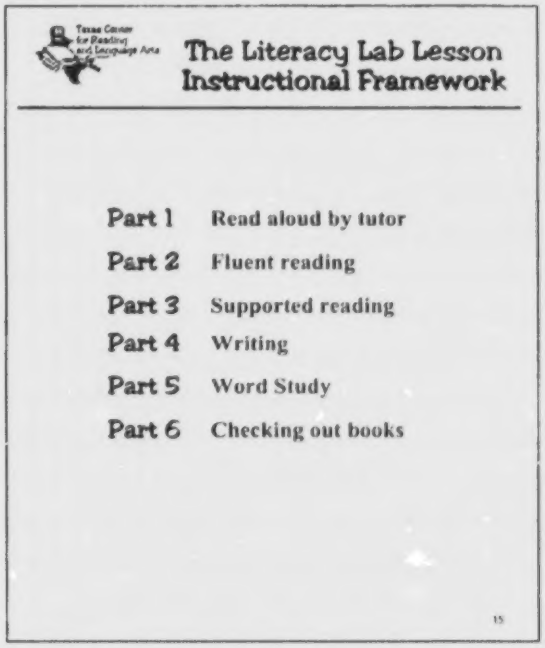
Assessment: Ongoing

- Using Overhead #14 explain the purposes and procedures of ongoing assessment.
- Explain to participants that they will see examples of ongoing assessment in the next segment of the workshop.

Overhead #14


Ongoing Assessment
• Initial Assessment is only the beginning
• Ongoing assessment takes place throughout the lesson.
• Tutors watch and listen for students' challenges and successes and plan further instruction accordingly.
• The use of ongoing assessments helps to accelerate students' progress
• Examples of ongoing assessment tools:
Running records
analyze reading strategies
evaluate comprehension
Writing samples, rubrics
analyze spelling, grammar
analyze content

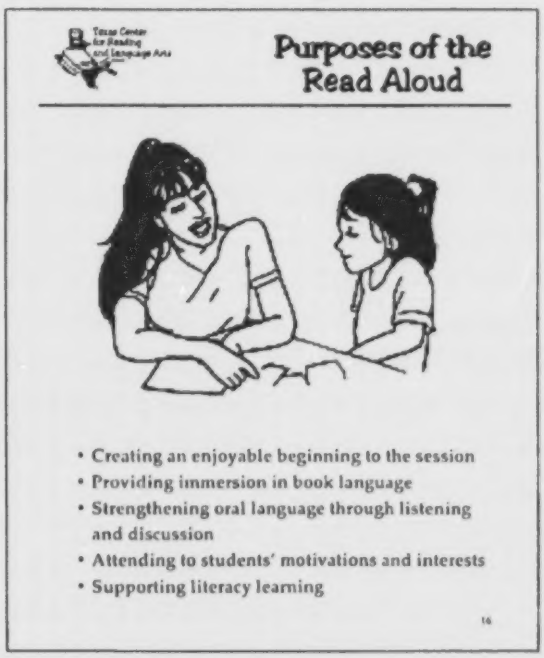
Overhead #15



Instruction: Overview

- Using Overhead #15, introduce participants to the six-part instructional framework for literacy lab lessons.

Overhead #16


Purposes of the
Read Aloud
• Creating an enjoyable beginning to the session
• Providing immersion in book language
• Strengthening oral language through listening and discussion
• Attending to students' motivations and interests
• Supporting literacy learning
16

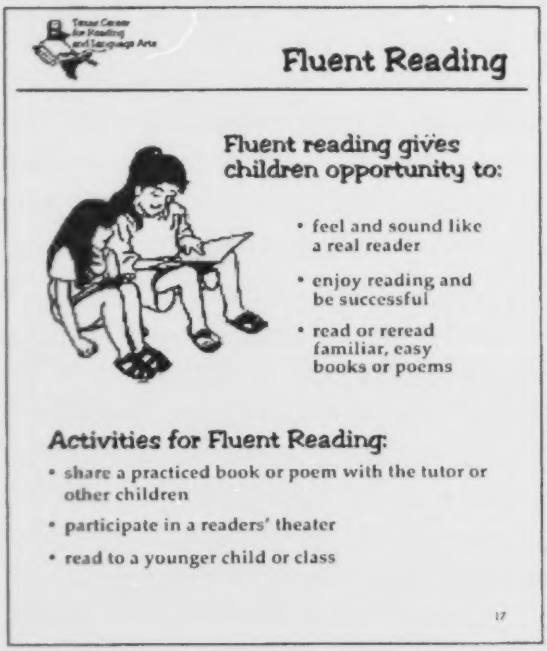
Instruction
Part 1: Read Aloud

- Using Overhead #16, explain to participants the purposes of Part 1 of the literacy lesson framework, the Read Aloud.

Instruction
Part 2: Fluent Reading

- Using Overhead #17 explain the importance of fluent reading.
- Point out activities that can be used in the "Fluency Reading" section of the lesson.

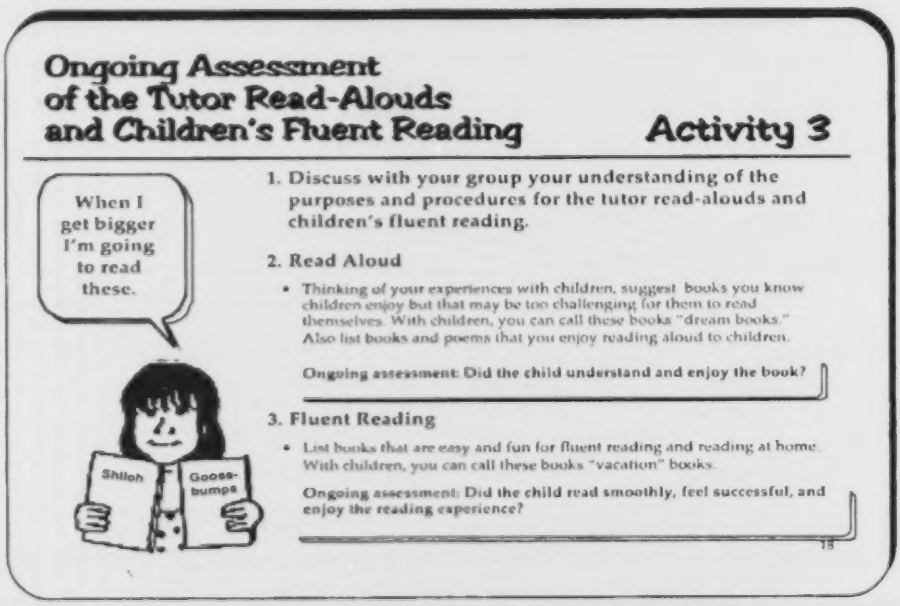
Overhead #17


Fluent Reading
Fluent reading gives children opportunity to:
• feel and sound like a real reader
• enjoy reading and be successful
• read or reread familiar, easy books or poems
Activities for Fluent Reading:
• share a practiced book or poem with the tutor or other children
• participate in a readers' theater
• read to a younger child or class
17

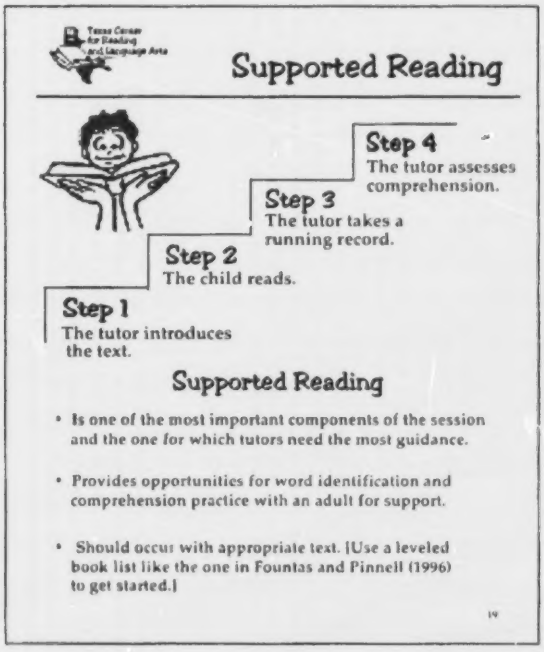
Group Activity 3

- Guide participants in Group Activity 3.

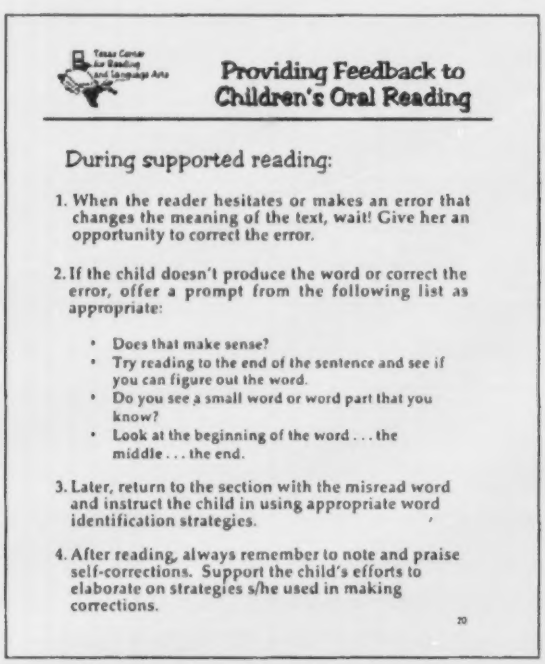
Overhead #18


Ongoing Assessment of the Tutor Read-Alouds and Children's Fluent Reading
Activity 3
When I get bigger I'm going to read these.
Shiloh
Goose-bumps
1. Discuss with your group your understanding of the purposes and procedures for the tutor read-alouds and children's fluent reading.
2. Read Aloud
• Thinking of your experiences with children, suggest books you know children enjoy but that may be too challenging for them to read themselves. With children, you can call these books "dream books." Also list books and poems that you enjoy reading aloud to children.
Ongoing assessment: Did the child understand and enjoy the book?
3. Fluent Reading
• List books that are easy and fun for fluent reading and reading at home. With children, you can call these books "vacation" books.
Ongoing assessment: Did the child read smoothly, feel successful, and enjoy the reading experience?
18

Overhead #19


Supported Reading
Step 4
The tutor assesses comprehension.
Step 3
The tutor takes a running record.
Step 2
The child reads.
Step 1
The tutor introduces the text.
Supported Reading
• Is one of the most important components of the session and the one for which tutors need the most guidance.
• Provides opportunities for word identification and comprehension practice with an adult for support.
• Should occur with appropriate text. [Use a leveled book list like the one in Fountas and Pinnell (1996) to get started.]
19

Overhead #20


Providing Feedback to Children's Oral Reading
During supported reading:
1. When the reader hesitates or makes an error that changes the meaning of the text, wait! Give her an opportunity to correct the error.
2. If the child doesn't produce the word or correct the error, offer a prompt from the following list as appropriate:
• Does that make sense?
• Try reading to the end of the sentence and see if you can figure out the word.
• Do you see a small word or word part that you know?
• Look at the beginning of the word . . . the middle . . . the end.
3. Later, return to the section with the misread word and instruct the child in using appropriate word identification strategies.
4. After reading, always remember to note and praise self-corrections. Support the child's efforts to elaborate on strategies s/he used in making corrections.
20

Instruction Part 3: Supported Reading

- Use Overhead #19 to introduce the steps and suggestions for supporting children through a text.
- Tell participants they can read more about Supported Reading and choosing books in the following books:
  - Cunningham, P., & Allington, R. (1994). *Classrooms that work: They can all read and write.* New York: Harper Collins.
  - Fountas, I.C., Pinnell, G.S. (1996). *Guided Reading: Good first teaching for all children.* Portsmouth, NH: Heinemann.

Instruction Part 3: Supported Reading

- Use Overhead #20 to review oral reading feedback.
- Leave Overhead #20 on the projector for participants to use in Activity #4.

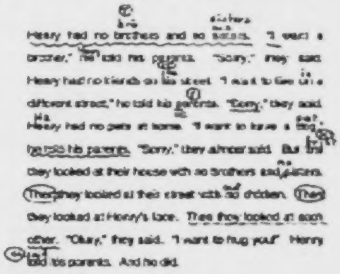
Group Activity 4

Overhead #21

- Guide participants in Group Activity 4.

Practice Providing Feedback to Oral Reading — Activity 4

Read the following story excerpt. Then examine Juan's oral reading miscues, marked on the text. What strategies is Juan using as he reads? Using the information in the Oral Reading handout, how would you respond to Juan's reading? How would you use this information in planning Juan's reading instruction?



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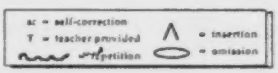

Instruction Part 3: Supported Reading

- Use Overhead #22 to give examples of questions that promote dialogue about books.
- Leave Overhead #22 on the projector for participants to use in Activity 5.
- Refer participants to pages R15 and R16 (Section 4) for more tools to support comprehension growth.

Overhead #22

Building & Assessing Comprehension

Tutors choose thoughtful questions.

For examples:

- What do you think about the story (or text or chapter)?
- What would you like to ask the author?
- What do you think will happen next or what do you think the next section will be about?
- Do you see any patterns?
- What was your favorite part or favorite character? Why?
- Does this text remind you of anything else you've read?

Overhead #23

Group Activity 5

- Guide participants in Group Activity 5.

Choosing Questions for Discussion/Comprehension — Activity 5

In small groups, read the ghost story excerpt again and then pose questions that might be appropriate for opening discussion of the story.

Henry had no brothers and no sisters. "I want a brother," he told his parents. "Sorry," they said. Henry had no friends on his street. "I want to live on a different street," he told his parents. "Sorry," they said. Henry had no pets at home. "I want to have a dog," he told his parents. "Sorry," they almost said. But first they looked at their house with no brothers and sisters. Then they looked at their street with no children. Then they looked at Henry's face. Then they looked at each other. "Okay," they said. "I want to hug you!" Henry told his parents. And he did.

Sylvan, C. (1987). *Henry and Madge: The first book*. New York: Aladdin Paperbacks.

Don't overdo it! Remember to discuss one or two questions per text segment.

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Overhead #24

Possibilities for Writing

Tutors provide multiple opportunities for children to write.

Primary

- Dialogue journals
- Pen pal letters
- Story response
- Pattern book innovations
- Alphabet books
- Stories
-
-

Upper Elementary

- Dialogue journals
- Pen pal letters
- Story response
- Story rewrites and endings
- Readers' theater scripts
- Research projects
-
-

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Instruction Part 4: Writing

- Using Overhead #24 explain to participants the kinds of writing that students have done in one model of a Literacy Lab.
- Tell participants they can read more about writing instruction and assessment in *Classrooms That Work*.

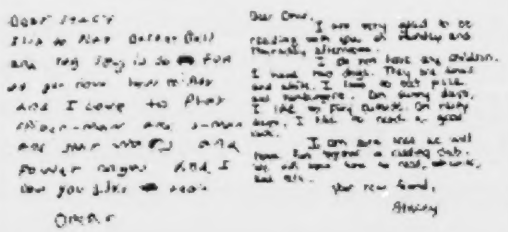
Instruction
Part 4: Writing

- Explain to participants that the next three overheads are samples of literacy lab students' writings.
- Use Overhead #25 to show how students and tutors use writing to communicate.

Overhead #25

Dialogue Journals

Tutors and children keep dialogue journals in the literacy lab. The tutor writes a letter before the session and the child answers it during the session. Omar, age 8, often writes about his life outside of school. His spelling challenges will be used to plan word study instruction.



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Instruction
Part 4: Writing

- Use Overhead #26 to show participants an example of a student's writing project.

Overhead #26

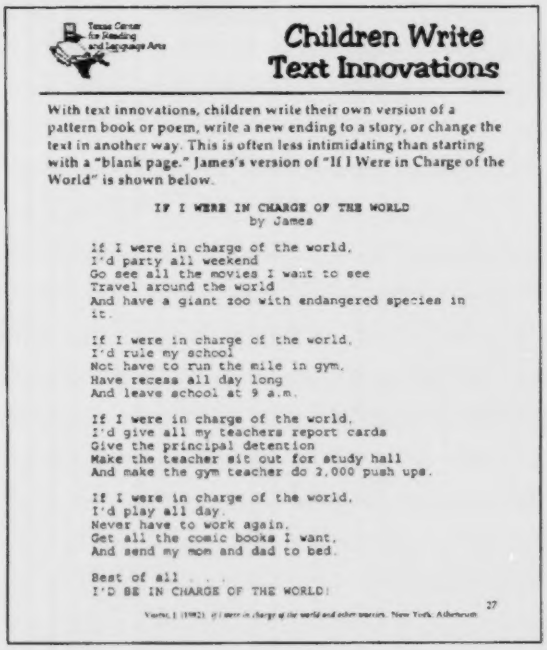
Children Write about their Interests

There are many possibilities for writing that can engage reluctant writers in reading, writing, and word study. Stephanie, age 9, chose to research and write a biography about Selena, a popular Tejana singer who was fatally shot. Her introduction is shown below:

This is the story of a young Woman who dared to believe in a dream and had the Courage to make it Come true.

26

Overhead #27



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Children Write Text Innovations

With text innovations, children write their own version of a pattern book or poem, write a new ending to a story, or change the text in another way. This is often less intimidating than starting with a "blank page." James's version of "If I Were in Charge of the World" is shown below.

IF I WERE IN CHARGE OF THE WORLD
by James

If I were in charge of the world,
I'd party all weekend
Go see all the movies I want to see
Travel around the world
And have a giant zoo with endangered species in it.

If I were in charge of the world,
I'd rule my school
Not have to run the mile in gym,
Have recess all day long
And leave school at 9 a.m.

If I were in charge of the world,
I'd give all my teachers report cards
Give the principal detention
Make the teacher sit out for study hall
And make the gym teacher do 2,000 push ups.

If I were in charge of the world,
I'd play all day.
Never have to work again,
Get all the comic books I want,
And send my mom and dad to bed.

Best of all . . .
I'D BE IN CHARGE OF THE WORLD!

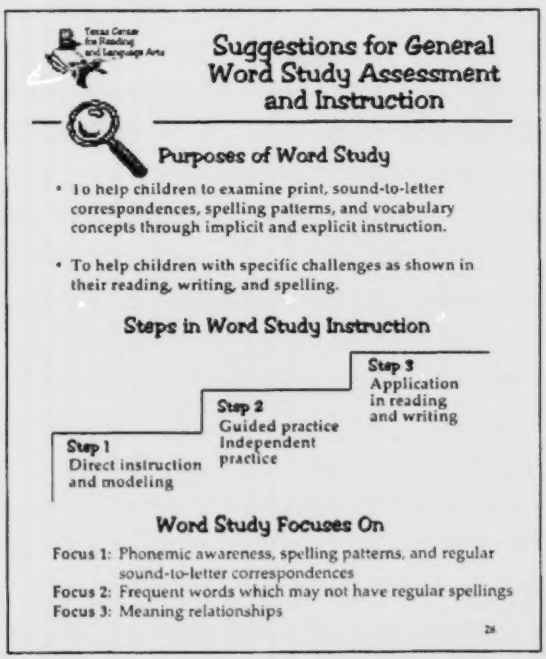
27

Viorst, J. (1992). If I were in charge of the world and other worries. New York: Atheneum.

Instruction
Part 4: Writing

- Using Overhead #27 show participants an example of a text innovation.
- Explain that the poem is based on "If I Were in Charge of the World" from Judith Viorst's book of the same title.

Overhead #28



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Suggestions for General Word Study Assessment and Instruction

Purposes of Word Study

- To help children to examine print, sound-to-letter correspondences, spelling patterns, and vocabulary concepts through implicit and explicit instruction.
- To help children with specific challenges as shown in their reading, writing, and spelling.

Steps in Word Study Instruction

Step 1 Direct instruction and modeling

Step 2 Guided practice Independent practice

Step 3 Application in reading and writing

Word Study Focuses On

Focus 1: Phonemic awareness, spelling patterns, and regular sound-to-letter correspondences
Focus 2: Frequent words which may not have regular spellings
Focus 3: Meaning relationships

28

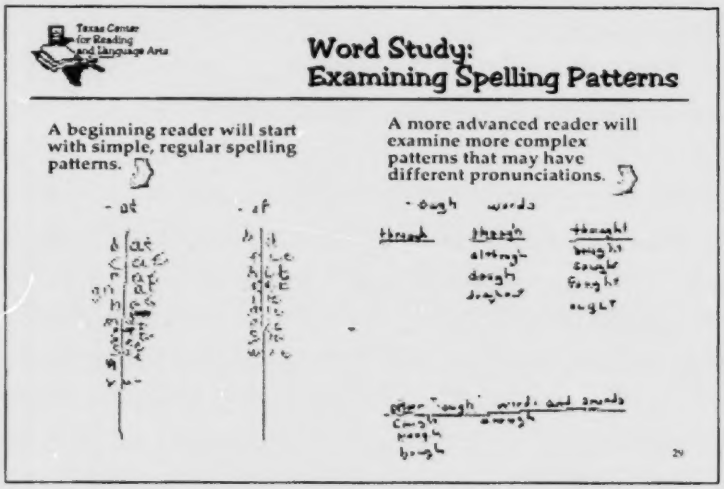
Instruction
Part 5: Word Study

- Introduce the purposes, steps, and focuses of word study through the use of Overhead #28.

Instruction
Part 5: Word Study

- Use Overhead #29 to show participants two examples of word study focusing on spelling patterns.
- Refer participants to page R17 (Section 4) for examples of high frequency spelling patterns.

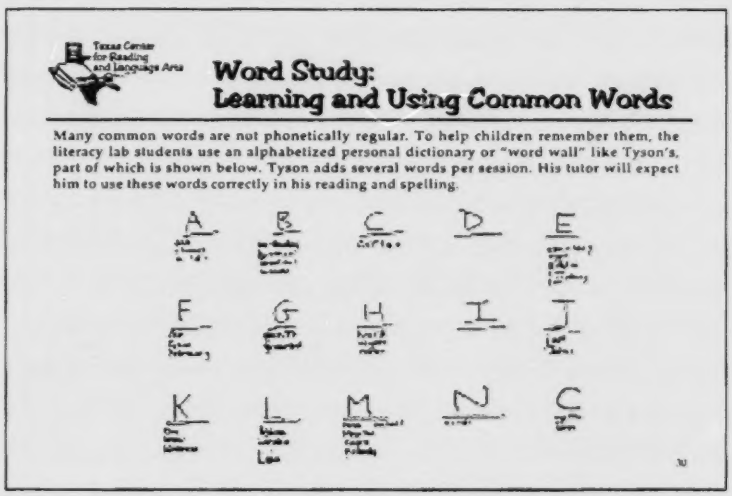
Overhead #29


Texas Center for Reading and Language Arts
Word Study:
Examining Spelling Patterns
A beginning reader will start with simple, regular spelling patterns.
A more advanced reader will examine more complex patterns that may have different pronunciations.

Instruction
Part 5: Word Study

- Use Overhead #30 to show participants an example of a word study tool.

Overhead #30


Texas Center for Reading and Language Arts
Word Study:
Learning and Using Common Words
Many common words are not phonetically regular. To help children remember them, the literacy lab students use an alphabetized personal dictionary or "word wall" like Tyson's, part of which is shown below. Tyson adds several words per session. His tutor will expect him to use these words correctly in his reading and spelling.

Overhead #31

Texas Center for Reading and Language Arts

Word Study: The Importance of Meaning in Spelling

- Meaning plays an important role in spelling as well as in reading and writing.
- Knowledge of meaning and spelling relationships makes reading and spelling easier for children
- Focuses for Meaning/Spelling Instruction include:
  1. Homophones—words that sound the same but have different meanings and spellings
  2. Simple prefixes, suffixes, and root words
  3. (Later): More complex derived words, Greek combining forms, Latin roots

- Tutors find materials that support the principles learned in word study instruction.
- Students are held responsible for using what they've learned as they read and write.

31

Instruction
Part 5: Word Study

- Use Overhead #31 to show participants the importance of meaning in spelling.
- Tell participants they can find activities and read more about word study instruction, including spelling patterns, word walls, and word study, in:
  - Cunningham, P.M. (1995). Phonics They Use. New York: Harper Collins.
  - Invernizzi, M., Bear, D., Templeton, S. & Johnston, F. (1996). Words Their Way. Engelwood Cliffs, NJ: Merrill.

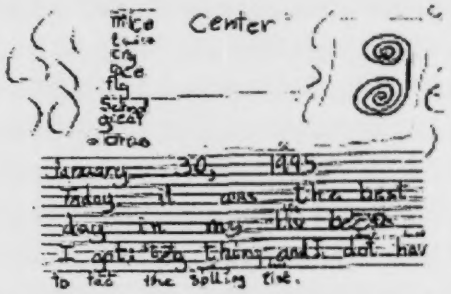
Overhead #32

Group Activity 6

- Guide participants in Group Activity 6.

Writing and Word Study Assessment — Activity 6

Examine the writing sample from a second grader's journal, shown below. Then discuss the following questions with your group.



What does the child know about written language? Spelling?

What challenges does the child face? What should the focus of instruction be? 32

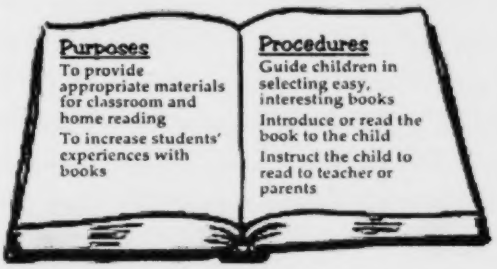
Instruction
Part 6: Checking Out Books

- Using Overhead #33 guide participants through the purposes and procedures for checking out books.

Overhead #33

Children Check Out Books in Every Session

To get better at reading, children must read, read, read. The literacy lab should provide books that kids can't wait to read.


Purposes
To provide appropriate materials for classroom and home reading
To increase students' experiences with books
Procedures
Guide children in selecting easy, interesting books
Introduce or read the book to the child
Instruct the child to read to teacher or parents

33

Group Activity 7

- Guide participants in Group Activity 7.

Overhead #34

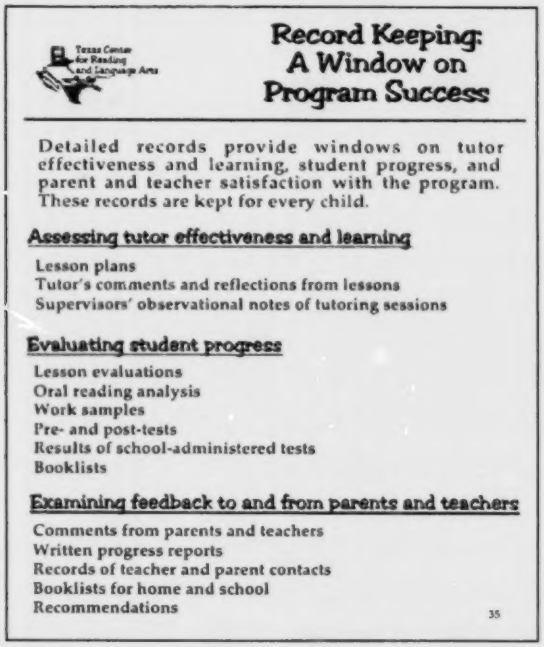
Issues in Checking Out Books — **Activity 7**

In groups, discuss these issues about take home books and voluntary reading. Write your ideas on this sheet to share with the large group.

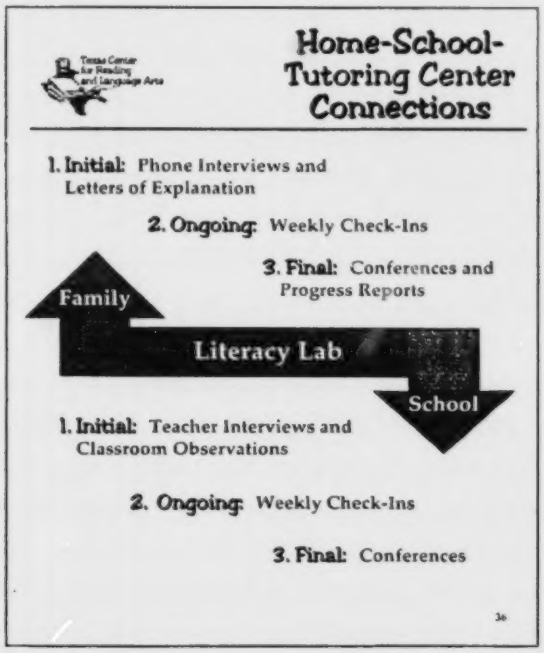
1. How will you know if books sent home are being read?
2. What part does student choice play in the take home book decision?
3. How can students be motivated to read at home?
4. How can you communicate with teachers to ensure that students have appropriate books to read in class?
5. What are some other challenges that might occur with taking books home?

34

Overhead #35


Texas Center for Reading and Language Arts
Record Keeping: A Window on Program Success
Detailed records provide windows on tutor effectiveness and learning, student progress, and parent and teacher satisfaction with the program. These records are kept for every child.
Assessing tutor effectiveness and learning
Lesson plans
Tutor's comments and reflections from lessons
Supervisors' observational notes of tutoring sessions
Evaluating student progress
Lesson evaluations
Oral reading analysis
Work samples
Pre- and post-tests
Results of school-administered tests
Booklists
Examining feedback to and from parents and teachers
Comments from parents and teachers
Written progress reports
Records of teacher and parent contacts
Booklists for home and school
Recommendations
35

Overhead #36



Instruction Record Keeping

- Using Overhead #35 explain that record keeping forms used in the literacy lab are a part of the Workshop Leader's Guide (make copies as interest warrants).

Note: Participants may develop their own forms or use forms from other sources.

Connections: Working with Families and Schools

- Using Overhead #36, point out the important steps the Field-based Literacy Lab makes in maintaining connections with families and schools.

Group Activity 8

Overhead #37

- Guide participants in Group Activity 8.

Parent and Tutor Connections — Activity 8

1. **Divide** the small group up into pairs.
2. **Role play** with your partner the following parent/tutor scenarios (be sure to change roles):

- Your child, Juan, has been recommended to the field-based literacy lab, but you did not know there was a reading problem.
- Your child, Janey, can't get home from the lab after school. Tell the tutor how concerned you are that Janey get help.
- Your child, Gilbert, has two younger sisters who will need to stay with him during tutoring.
- You speak very limited English: Tell the tutor that you will need a translator.
- Your child, Lucia, shows reluctance to read and write. Tell the tutor about your concerns.

37

Connections with the Classroom

- Using Overhead #38, explain to participants that supportive classroom instruction is vital for accelerating the progress of struggling readers.

Overhead #38

Classrooms That Promote Reading Progress for Struggling Readers

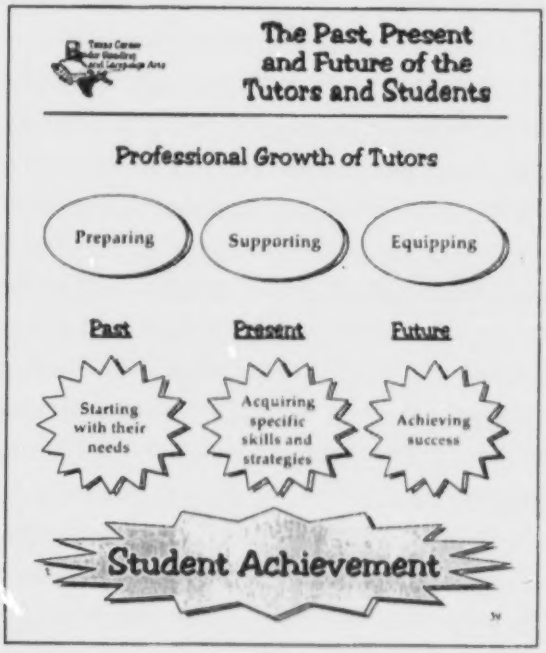
Supportive Classroom Instruction is Vital for Accelerating the Progress of Struggling Readers.

Supportive Classrooms:

1. Provide extra instructional time for struggling readers.
2. Provide daily opportunities for struggling readers to read easy materials.
3. Focus instruction on developing independent learners who can monitor their own reading.
4. Provide time for reading practice and opportunities for meaningful reading and writing.
5. Use assessments to plan and modify instruction.
6. Support the child's work in the literacy lab by communicating with the tutor.

38

Overhead #39



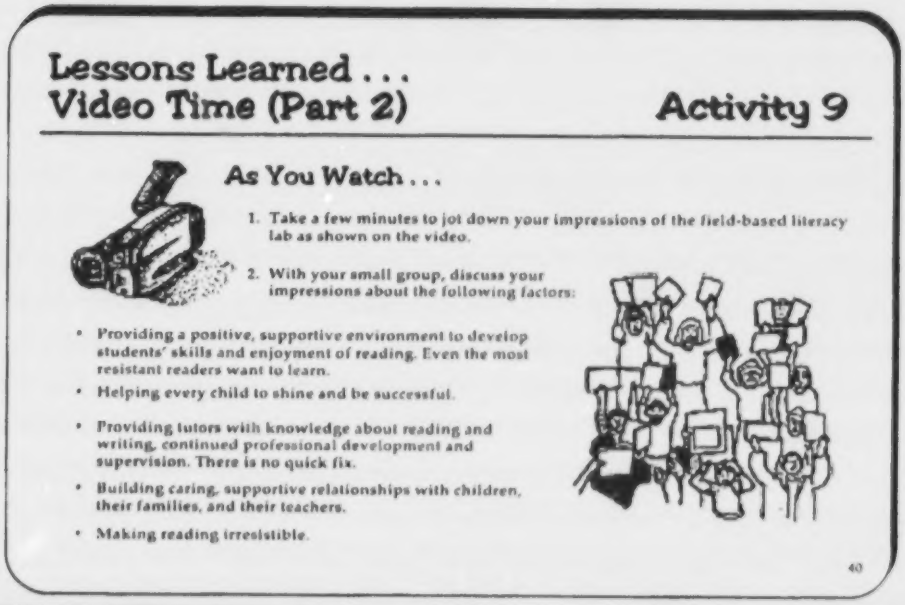
Evaluation

- Using Overhead #39, explain to participants the various ways a Field-based Literacy Lab experience can benefit the tutors and students involved.

Overhead #40

Group Activity 9

- Guide participants in Group Activity 9.


Lessons Learned . . .
Video Time (Part 2)
Activity 9
As You Watch . . .
1. Take a few minutes to jot down your impressions of the field-based literacy lab as shown on the video.
2. With your small group, discuss your impressions about the following factors:
• Providing a positive, supportive environment to develop students' skills and enjoyment of reading. Even the most resistant readers want to learn.
• Helping every child to shine and be successful.
• Providing tutors with knowledge about reading and writing, continued professional development and supervision. There is no quick fix.
• Building caring, supportive relationships with children, their families, and their teachers.
• Making reading irresistible.
40

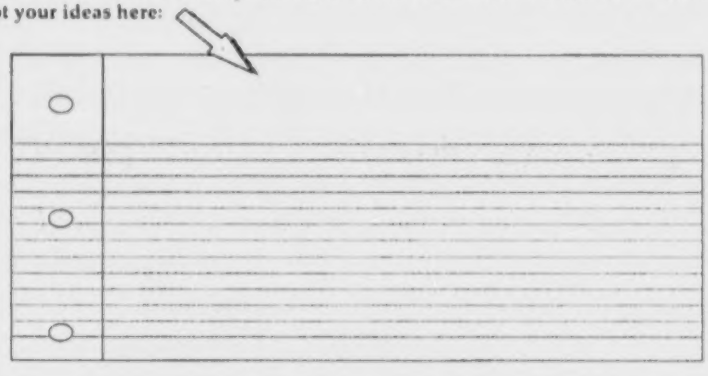
Group Activity 10

Overhead #41

- Guide participants in Group Activity 10.

Applying the TEKS in the Field-Based Literacy Lab — Activity 10

Put what you've learned into context! Consider what you have heard and seen about a field-based literacy lab. How does it relate to the TEKs for all learners? Jot your ideas here:



41

Lessons Learned: Closing

- Conclude the session by reading aloud the quotes from parents, teachers, and children in the "Reading Club," the name children gave to the pilot project lab.

Overhead #42

Reflections from a Literacy Lab Parent, Teacher, and Child

All of a sudden since she's gotten all this help, she's just grabbing books like crazy. She's just grabbing them and starting to read and I'm noticing the difference. I mean back then she didn't even want to look at a book.

–Parent of a literacy lab child

He sees new materials as a challenge now and dives right in, instead of falling into his old behavior of "I can't read this; it's too hard."

–Teacher of a literacy lab child

Well, I used to hate reading because I would struggle so much in reading. I think that was the main reason. Now I love reading because I can do it. I can read!

–Literacy lab child

42

3. Handouts and Overhead Masters

Introduction

Purposes of a Field-Based Literacy Lab

The purpose of the intervention program described in these materials is to provide short-term, intensive, one-on-one instruction for children who need reading and writing help. This intervention is designed to help students become independent readers and writers and be successful in their regular classrooms.

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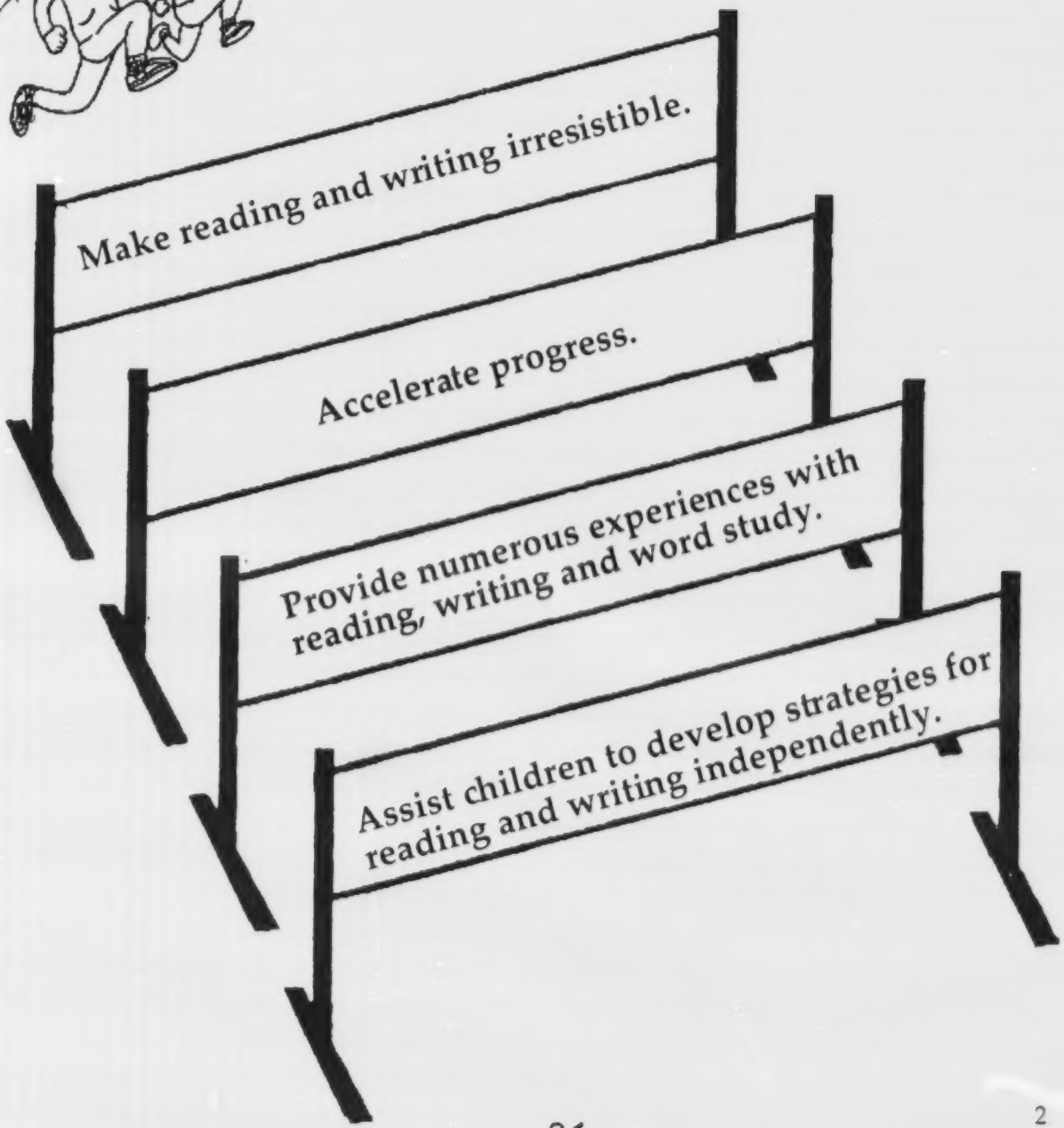
Goals for working with children in a Field-Based Literacy Lab


Make reading and writing irresistible.
Accelerate progress.
Provide numerous experiences with reading, writing and word study.
Assist children to develop strategies for reading and writing independently.

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Goals for Tutors, Teachers and other Literacy Professionals

Meeting the needs of struggling learners

Continuing to learn about reading and writing for all learners.

Growing in knowledge and confidence in assessing and instructing.

Increasing awareness of the needs of struggling readers and writers.

Foundations of a Field-Based Literacy Lab

Children's Literature

Teacher Education

Instruction and Assessment

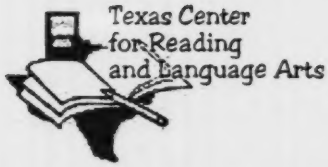
Reading and Writing Processes

Reading Disabilities and Learning Theory

Knowledge of Intervention Programs & Strategies

Motivation and Interest

4



Video Viewing Guide

- Introduction and Background
- Getting Started with Students
- Instructional Framework
- Successes

5

Viewing the Video (Part 1) Activity 1

As you watch the first part of the video . . .

1. Take a few minutes to jot down your impressions of the field-based literacy lab ("The Reading Club") as shown on the video.

2. With your small group, discuss your impressions about the following:

   - Instruction
   - Assessment
   - Materials for instruction
   - Interest and motivation

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How to Get Started in Developing a Field-Based Literacy Lab

1. Director and Leadership Team
   - University
   - School
   - Community

2. Parameters:
   - Who?
   - What?
   - When?
   - Where?
   - How?

3. Resources
   - Funding
   - Grants
   - Schools

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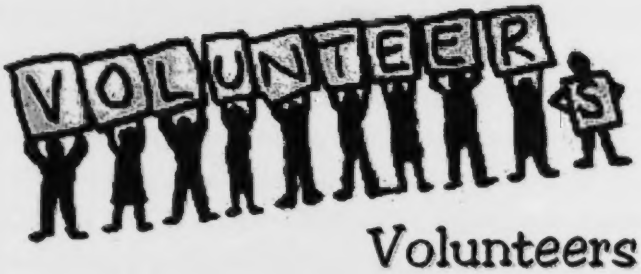
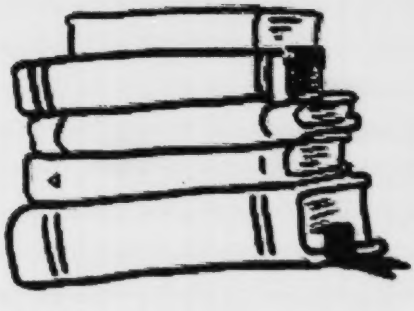
How to Get Started in Developing a Field-Based Literacy Lab

Communication with Parents and School



Volunteers

- Recruitment
- Professional Development



Materials

- Books
- Comics, magazines
- Pen, Paper, etc.
- Snacks

Take a Closer Look at Establishing a Lab

Activity 2

Divide into groups of six. Cut apart the steps. Let each member of the group lead a short discussion related to the step.

Step 1 – Leadership Team

1) Begin by choosing a director, i.e. a trained reading specialist who has worked extensively with struggling readers . . .

Step 2 – The Program

After establishing the leadership team, the parameters of the literacy lab have to be established. These parameters include: Who will the literacy lab . . .

Step 3 – Resource Issues

The cost of running a literacy lab can be quite expensive, especially during the early stages. Grants are often the sources for providing the needed . . .

Step 4 – Communicating with the Teacher and Parents

1) Contacting the parents or guardians of potential students with an introductory letter introducing the . . .

Step 5 – Recruitment and Preparation of Volunteers

1) Recruit community and university mentors and volunteers, under-graduate education students, and . . .

Step 6 – Materials

1) Provide texts of all genres, topics and levels.
2) Take in materials from garage sales, secondhand stores, donations from . . .

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Assessment: A Crucial Part of Every Reading Program

Assessment

- Tells what students know and do with their reading and writing.
- Helps teachers make instructional decisions.
- Begins the on-going relationship between tutor and student.

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Useful Initial Assessments for Getting to Know the Reader

A phonological awareness inventory is used to assess the ability to:

- recognize and produce rhymes
- identify beginning/ending sounds in words
- blend phonemes into words
- segment words into the individual phonemes

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Useful Initial Assessments for Getting to Know the Readers (con't.)

The Observational Survey (primary) is used to assess:

- concepts about print
- letter identification
- word knowledge
- writing

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Useful Initial Assessments for Getting to Know the Readers (con't.)

The Informal Reading Inventory (pre-primer through junior high levels) is used to:

- estimate instructional and independent reading levels
- provide directions for instructional interventions
- provide information for compiling a profile of students' reading ability

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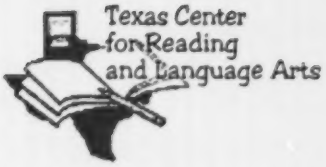
Ongoing Assessment

- Initial Assessment is only the beginning
- Ongoing assessment takes place throughout the lesson.
- Tutors watch and listen for students' challenges and successes and plan further instruction accordingly.
- The use of ongoing assessments helps to accelerate students' progress
- Examples of ongoing assessment tools:

Running records → analyze reading strategies
Running records → evaluate comprehension

Writing samples, rubrics → analyze spelling, grammar
Writing samples, rubrics → analyze content



The Literacy Lab Lesson Instructional Framework

Part 1	Read aloud by tutor
Part 2	Fluent reading
Part 3	Supported reading
Part 4	Writing
Part 5	Word Study
Part 6	Checking out books

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Purposes of the Read Aloud

- Creating an enjoyable beginning to the session
- Providing immersion in book language
- Strengthening oral language through listening and discussion
- Attending to students' motivations and interests
- Supporting literacy learning

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Fluent Reading

Fluent reading gives children opportunity to:

- feel and sound like a real reader
- enjoy reading and be successful
- read or reread familiar, easy books or poems

Activities for Fluent Reading:

- share a practiced book or poem with the tutor or other children
- participate in a readers' theater
- read to a younger child or class

Ongoing Assessment of the Tutor Read-Alouds and Children's Fluent Reading

Activity 3

1. Discuss with your group your understanding of the purposes and procedures for the tutor read-alouds and children's fluent reading.

2. Read Aloud

- Thinking of your experiences with children, suggest books you know children enjoy but that may be too challenging for them to read themselves. With children, you can call these books "dream books." Also list books and poems that you enjoy reading aloud to children.

Ongoing assessment: Did the child understand and enjoy the book?

3. Fluent Reading

- List books that are easy and fun for fluent reading and reading at home. With children, you can call these books "vacation" books.

Ongoing assessment: Did the child read smoothly, feel successful, and enjoy the reading experience?

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Supported Reading

Step 4
The tutor assesses comprehension.

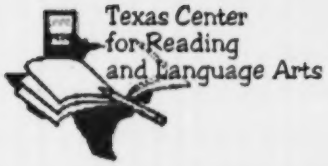
Step 3
The tutor takes a running record.

Step 2
The child reads.

Step 1
The tutor introduces the text.

Supported Reading

- Is one of the most important components of the session and the one for which tutors need the most guidance.
- Provides opportunities for word identification and comprehension practice with an adult for support.
- Should occur with appropriate text. [Use a leveled book list like the one in Fountas and Pinnell (1996) to get started.]



Providing Feedback to Children's Oral Reading

During supported reading:

1. When the reader hesitates or makes an error that changes the meaning of the text, wait! Give her an opportunity to correct the error.

2. If the child doesn't produce the word or correct the error, offer a prompt from the following list as appropriate:

    - Does that make sense?
    - Try reading to the end of the sentence and see if you can figure out the word.
    - Do you see a small word or word part that you know?
    - Look at the beginning of the word . . . the middle . . . the end.

3. Later, return to the section with the misread word and instruct the child in using appropriate word identification strategies.

4. After reading, always remember to note and praise self-corrections. Support the child's efforts to elaborate on strategies s/he used in making corrections.

Practice Providing Feedback to Oral Reading

Activity 4

Read the following story excerpt. Then examine Juan's oral reading miscues, marked on the text. What strategies is Juan using as he reads? Using the information in the Oral Reading handout, how would you respond to Juan's reading? How would you use this information in planning Juan's reading instruction?

Henry had no brothers and no sisters. "I want a brother," he told his parents. "Sorry," they said. Henry had no friends on his street. "I want to live on a different street," he told his parents. "Sorry," they said. Henry had no pets at home. "I want to have a dog," he told his parents. "Sorry," they *almost* said. But first they looked at their house with no brothers and no sisters. Then they looked at their street with no children. Then they looked at Henry's face. Then they looked at each other. "Okay," they said. "I want to hug you!" Henry told his parents. And he did.

Rylant, C. (1987). *Henry and Mudge: The first book.* New York: Aladdin Paperbacks.

Key:

sc = self-correction
T = teacher provided
~~~ = repetition
/\ = insertion
oval = omission
~~~

Building & Assessing Comprehension

Tutors choose thoughtful questions.

For examples:

- What do you think about the story (or text or chapter)?
- What would you like to ask the author?
- What do you think will happen next or what do you think the next section will be about?
- Do you see any patterns?
- What was your favorite part or favorite character? Why?
- Does this text remind you of anything else you've read?

Choosing Questions for Discussion/Comprehension

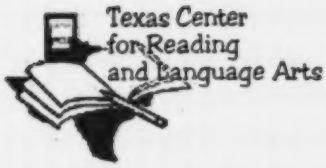
Activity 5

In small groups, read the ghost story excerpt again and then pose questions that might be appropriate for opening discussion of the story.

Henry had no brothers and no sisters. "I want a brother," he told his parents. "Sorry," they said. Henry had no friends on his street. "I want to live on a different street," he told his parents. "Sorry," they said. Henry had no pets at home. "I want to have a dog," he told his parents. "Sorry," they almost said. But first they looked at their house with no brothers and sisters. Then they looked at their street with no children. Then they looked at Henry's face. Then they looked at each other. "Okay," they said. "I want to hug you!" Henry told his parents. And he did.

Rylant, C. (1987). *Henry and Mudge: The first book.* New York: Aladdin Paperbacks.

Don't overdo it! Remember to discuss one or two questions per text segment.



Possibilities for Writing

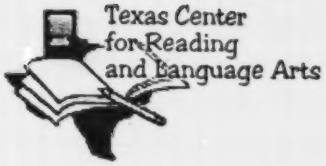
Tutors provide multiple opportunities for children to write.

Primary

- Dialogue journals
- Pen pal letters
- Story response
- Pattern book innovations
- Alphabet books
- Stories
-
-

Upper Elementary

- Dialogue journals
- Pen pal letters
- Story response
- Story rewrites and endings
- Readers' theater scripts
- Research projects
-
-



Dialogue Journals

Tutors and children keep dialogue journals in the literacy lab. The tutor writes a letter before the session and the child answers it during the session. Omar, age 8, often writes about his life outside of school. His spelling challenges will be used to plan word study instruction.

Dear Stacy
I Lik to Play Basket Ball
and Tag Toy is so fun
do you now how to play
and I Love to Play
Spioer-Man and x-Man
and star Wars and
power rangers And I
now you Like teois

Omar

Dear Omar,

I am very glad to be reading with you on Monday and Thursday afternoons.

I do not have any children. I have two dogs. They are small and white. I love to eat pizza and hamburgers. On sunny days, I like to play outside. On rainy days, I like to read a good book.

I am sure that we will have fun together in reading club. We will have time to read, write, and talk.

Your new friend,

Stacey

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Children Write about their Interests

There are many possibilities for writing that can engage reluctant writers in reading, writing, and word study. Stephanie, age 9, chose to research and write a biography about Selena, a popular Tejana singer who was fatally shot. Her introduction is shown below:

This is the story of a young Woman who dared to believe in a dream and had the Courage to make it come true.

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Children Write Text Innovations

With text innovations, children write their own version of a pattern book or poem, write a new ending to a story, or change the text in another way. This is often less intimidating than starting with a "blank page." James's version of "If I Were in Charge of the World" is shown below.

IF I WERE IN CHARGE OF THE WORLD
by James

If I were in charge of the world,
I'd party all weekend
Go see all the movies I want to see
Travel around the world
And have a giant zoo with endangered species in it.

If I were in charge of the world,
I'd rule my school
Not have to run the mile in gym,
Have recess all day long
And leave school at 9 a.m.

If I were in charge of the world,
I'd give all my teachers report cards
Give the principal detention
Make the teacher sit out for study hall
And make the gym teacher do 2,000 push ups.

If I were in charge of the world,
I'd play all day.
Never have to work again,
Get all the comic books I want,
And send my mom and dad to bed.

Best of all . . .
I'D BE IN CHARGE OF THE WORLD!

Viorst, J. (1982). If I were in charge of the world and other worries. New York: Atheneum.

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Suggestions for General Word Study Assessment and Instruction

Purposes of Word Study

- To help children to examine print, sound-to-letter correspondences, spelling patterns, and vocabulary concepts through implicit and explicit instruction.
- To help children with specific challenges as shown in their reading, writing, and spelling.

Steps in Word Study Instruction

Step 1
Direct instruction and modeling

Step 2
Guided practice
Independent practice

Step 3
Application in reading and writing

Word Study Focuses On

Focus 1: Phonemic awareness, spelling patterns, and regular sound-to-letter correspondences
Focus 2: Frequent words which may not have regular spellings
Focus 3: Meaning relationships

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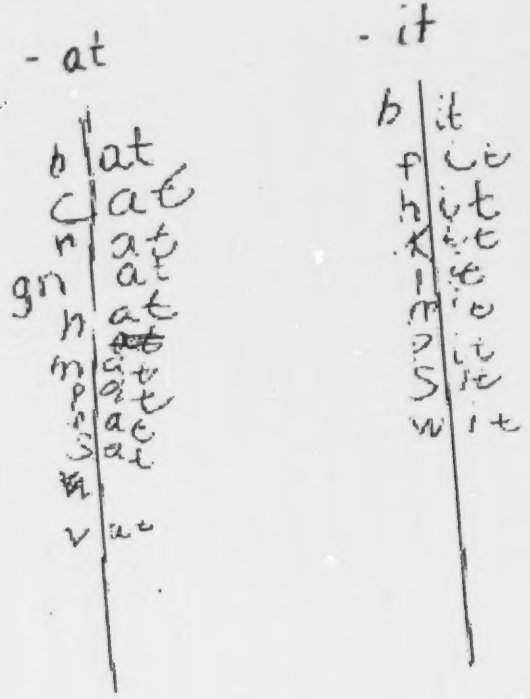
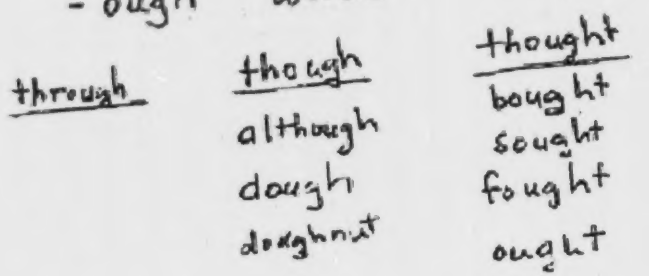
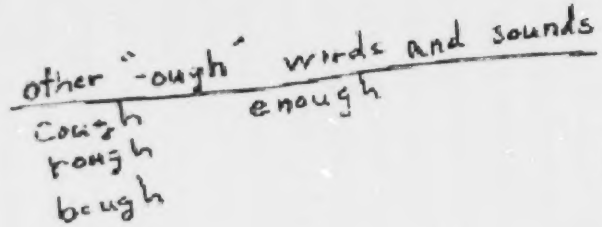
Word Study: Examining Spelling Patterns

A beginning reader will start with simple, regular spelling patterns.



A more advanced reader will examine more complex patterns that may have different pronunciations.





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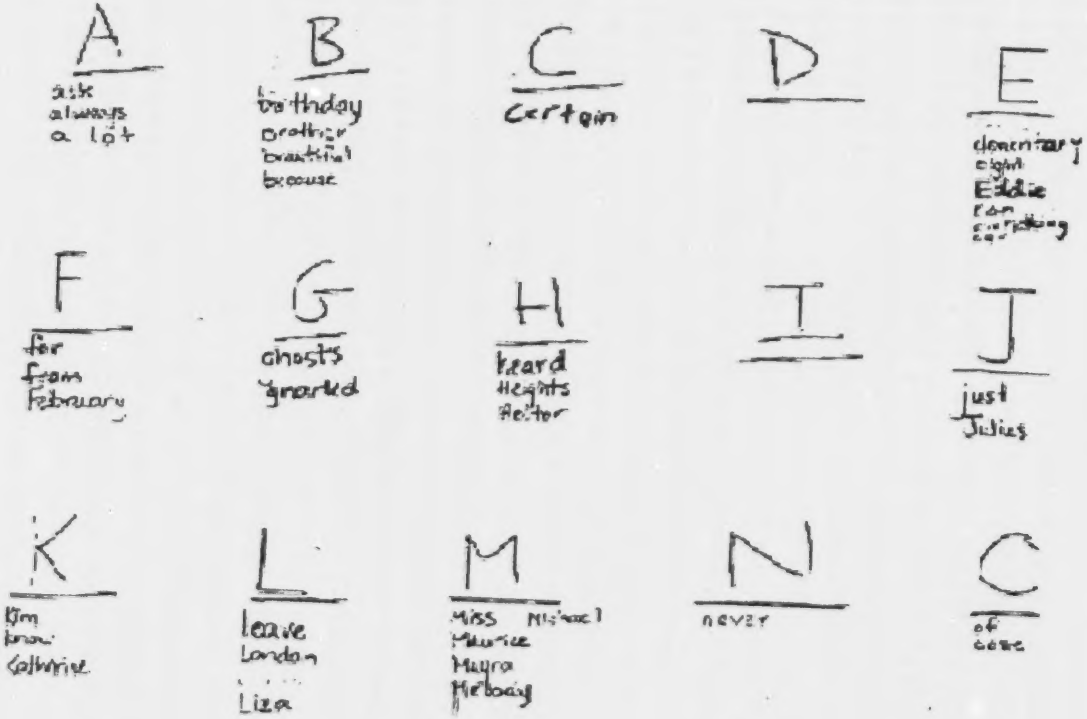
Word Study: Learning and Using Common Words

Many common words are not phonetically regular. To help children remember them, the literacy lab students use an alphabetized personal dictionary or "word wall" like Tyson's, part of which is shown below. Tyson adds several words per session. His tutor will expect him to use these words correctly in his reading and spelling.



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Word Study: The Importance of Meaning in Spelling

- Meaning plays an important role in spelling as well as in reading and writing.

- Knowledge of meaning and spelling relationships makes reading and spelling easier for children

- Focuses for Meaning/Spelling Instruction include:

  1. Homophones—words that sound the same but have different meanings and spellings
  2. Simple prefixes, suffixes, and root words
  3. (Later): More complex derived words, Greek combining forms, Latin roots

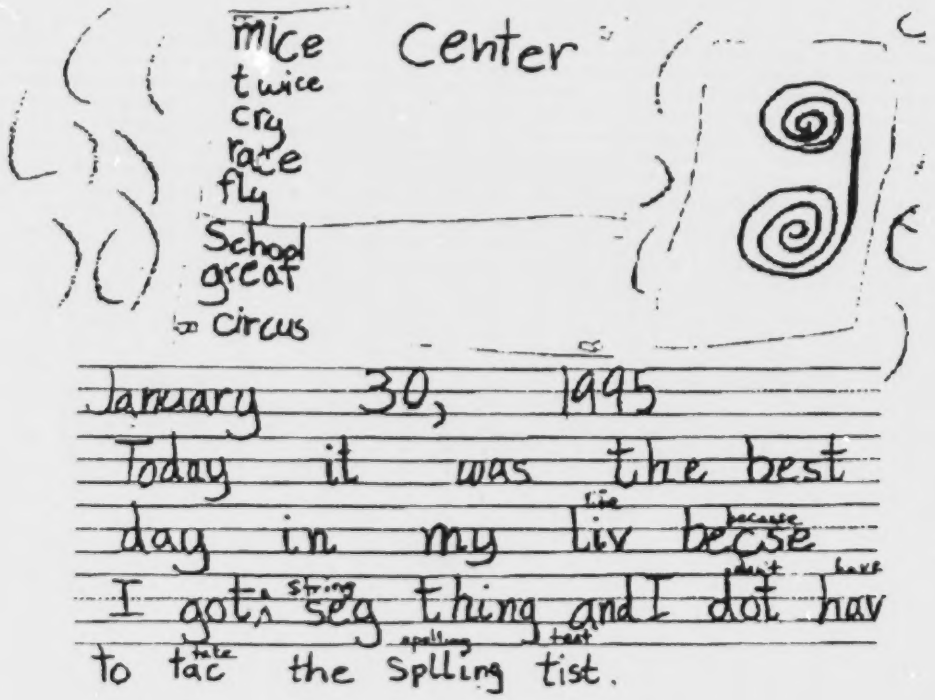
- Tutors find materials that support the principles learned in word study instruction.

- Students are held responsible for using what they've learned as they read and write.

Writing and Word Study Assessment

Activity 6

Examine the writing sample from a second grader's journal, shown below. Then discuss the following questions with your group.



What does the child know about written language? Spelling?

What challenges does the child face? What should the focus of instruction be?

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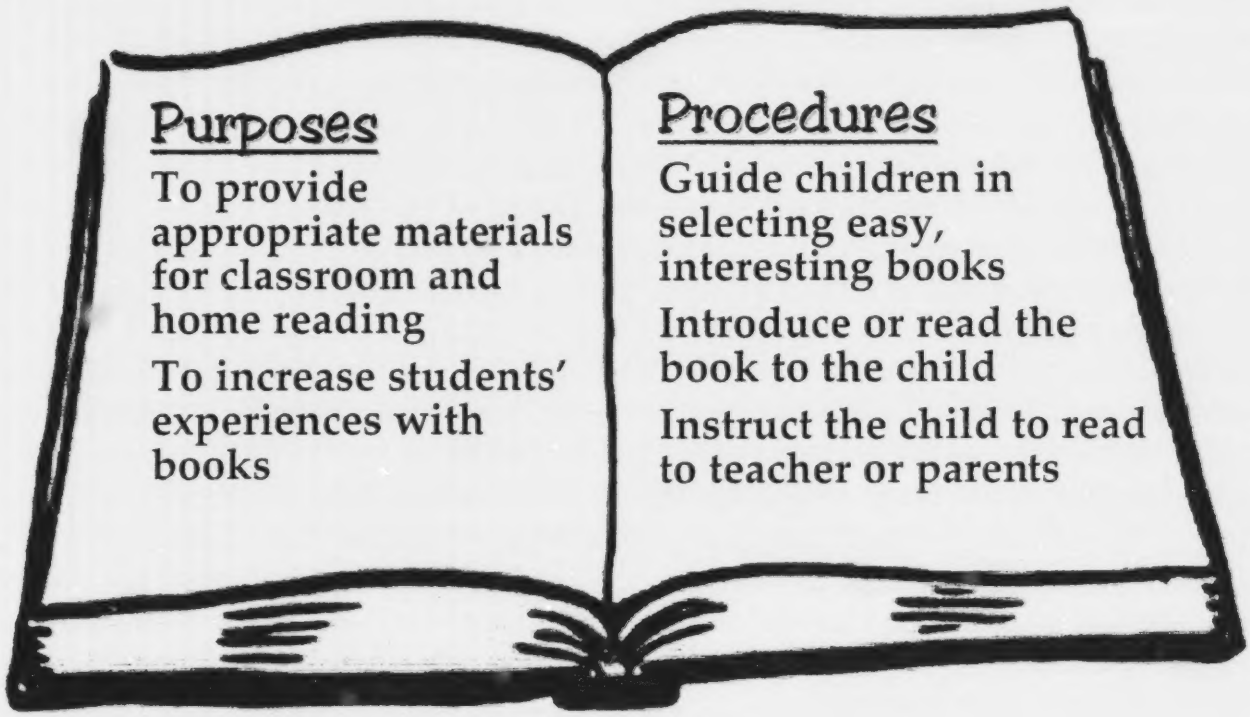
Children Check Out Books in Every Session

To get better at reading, children must read, read, read. The literacy lab should provide books that kids can't wait to read.


Purposes
To provide appropriate materials for classroom and home reading
To increase students' experiences with books
Procedures
Guide children in selecting easy, interesting books
Introduce or read the book to the child
Instruct the child to read to teacher or parents

Issues in Checking Out Books

Activity 7

In groups, discuss these issues about take home books and voluntary reading. Write your ideas on this sheet to share with the large group.

1. How will you know if books sent home are being read?

2. What part does student choice play in the take home book decision?

3. How can students be motivated to read at home?

4. How can you communicate with teachers to ensure that students have appropriate books to read in class?

5. What are some other challenges that might occur with taking books home?

Record Keeping: A Window on Program Success

Detailed records provide windows on tutor effectiveness and learning, student progress, and parent and teacher satisfaction with the program. These records are kept for every child.

Assessing tutor effectiveness and learning

Lesson plans
Tutor's comments and reflections from lessons
Supervisors' observational notes of tutoring sessions

Evaluating student progress

Lesson evaluations
Oral reading analysis
Work samples
Pre- and post-tests
Results of school-administered tests
Booklists

Examining feedback to & from parents and teachers

Comments from parents and teachers
Written progress reports
Records of teacher and parent contacts
Booklists for home and school
Recommendations

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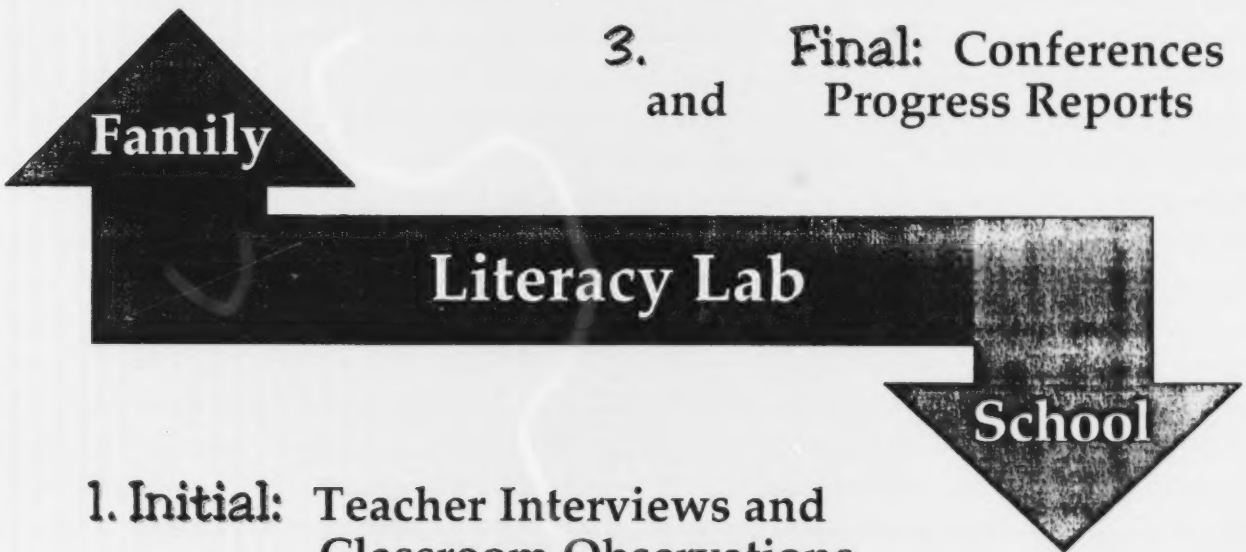
Home-School-Tutoring Center Connections

1. Initial: Phone Interviews and Letters of Explanation

2. Ongoing: Weekly Check-Ins

3. and Final: Conferences Progress Reports



1. Initial: Teacher Interviews and Classroom Observations

2. Ongoing: Weekly Check-Ins

3. Final: Conferences

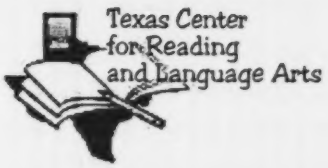
Parent and Tutor Connections

Activity 8

1. **Divide the small group up into pairs.**

2. **Role play with your partner the following parent/tutor scenarios (be sure to change roles):**

- Your child, Juan, has been recommended to the field-based literacy lab, but you did not know there was a reading problem.
- Your child, Janey, can't get home from the lab after school. Tell the tutor how concerned you are that Janey get help.
- Your child, Gilbert, has two younger sisters who will need to stay with him during tutoring.
- You speak very limited English: Tell the tutor that you will need a translator.
- Your child, Lucia, shows reluctance to read and write. Tell the tutor about your concerns.



Classrooms That Promote Reading Progress for Struggling Readers

Supportive Classroom Instruction is Vital for Accelerating the Progress of Struggling Readers.

Supportive Classrooms:

1. Provide extra instructional time for struggling readers.
2. Provide daily opportunities for struggling readers to read easy materials.
3. Focus instruction on developing independent learners who can monitor their own reading.
4. Provide time for reading practice and opportunities for meaningful reading and writing.
5. Use assessments to plan and modify instruction.
6. Support the child's work in the literacy lab by communicating with the tutor.

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The Past, Present and Future of the Tutors and Students

Professional Growth of Tutors

Preparing

Supporting

Equipping

Past

Starting with their needs

Present

Acquiring specific skills and strategies

Future

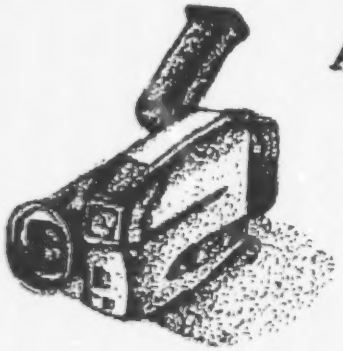
Achieving success

Student Achievement

39

Lessons Learned . . .
Video Time (Part 2)

Activity 9



As You Watch . . .

1. Take a few minutes to jot down your impressions of the field-based literacy lab as shown on the video.

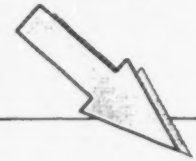
2. With your small group, discuss your impressions about the following factors:

- Providing a positive, supportive environment to develop students' skills and enjoyment of reading. Even the most resistant readers want to learn.
- Helping every child to shine and be successful.
- Providing tutors with knowledge about reading and writing, continued professional development and supervision. There is no quick fix.
- Building caring, supportive relationships with children, their families, and their teachers.
- Making reading irresistible.

Applying the TEKS in the Field-Based Literacy Lab

Activity 10

Put what you've learned into context! Consider what you have heard and seen about a field-based literacy lab. How does it relate to the TEKs for all learners? Jot your ideas here:



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Reflections from a Literacy Lab Parent, Teacher, and Child

All of a sudden since she's gotten all this help, she's just grabbing books like crazy. She's just grabbing them and starting to read and I'm noticing the difference. I mean back then she didn't even want to look at a book.

–Parent of a literacy lab child

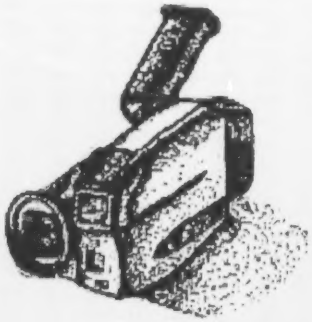
He sees new materials as a challenge now and dives right in, instead of falling into his old behavior of "I can't read this; it's too hard."

–Teacher of a literacy lab child

Well, I used to hate reading because I would struggle so much in reading. I think that was the main reason. Now I love reading because I can do it. I can read!

–Literacy lab child

Viewing the Video (Part 1) Activity 1



As you watch the first part of the video . . .

1. Take a few minutes to jot down your impressions of the field-based literacy lab ("The Reading Club") as shown on the video.

2. With your small group, discuss your impressions about the following:
   - Instruction
   - Assessment
   - Materials for instruction
   - Interest and motivation

Take a Closer Look at Establishing a Lab

Activity 2

Divide into groups of six. Cut apart the steps. Let each member of the group lead a short discussion related to the step.

Step 1 – Leadership Team

1) Begin by choosing a director, i.e. a trained reading specialist who has worked extensively with struggling readers.
2) Select the members of the leadership team, i.e. faculty from a local university, such as a professor in reading or literacy, the principal and teachers from your school, and members from the community volunteer organization.
3) Assess the needs of the students and the school.

Step 2 – The Program

After establishing the leadership team, the parameters of the literacy lab have to be established. These parameters include: Who will the literacy lab serve?, What criteria will be used in choosing the students?, When will the students be tutored?, Who will tutor?, Where will the tutoring take place?, How many volunteers/tutors are necessary?, How will the tutoring sessions look?

Step 3 – Resource Issues

The cost of running a literacy lab can be quite expensive, especially during the early stages. Grants are often the sources for providing the needed funding that is required to begin a literacy lab. Local schools may provide revenue for maintaining the lab and providing for the materials and personnel. The decisions regarding funding will have to be addressed by the appropriate district and school personnel.

Step 4 – Communicating with the Teacher and Parents

1) Contacting the parents or guardians of potential students with an introductory letter introducing the literacy lab.
2) Informing about the lab and gaining information about the child through brief phone calls to the parents or guardians.
3) Meeting with the classroom teachers to gain perspective about the student's reading and writing needs.

Step 5 – Recruitment and Preparation of Volunteers

1) Recruit community and university mentors and volunteers, undergraduate education students, and classroom teachers.
2) Offer ongoing support and education to the volunteers with tutoring manuals, copies of professional literature, inservice opportunities, and reflective discussion sessions.

Step 6 – Materials

1) Provide texts of all genres, topics and levels.
2) Take in materials from garage sales, secondhand stores, donations from local businesses, and book drives at local churches, junior high/high school.
3) Make available files, folders, file cabinet, markers, crayons, pens, pencils, glue, scissors, staplers, tape, various kinds of paper, shelves, tape recorders, and stop watches.
4) Provide a light snack.

Ongoing Assessment of the Tutor Read-Alouds and Children's Fluent Reading

Activity 3

1. Discuss with your group your understanding of the purposes and procedures for the tutor read-alouds and children's fluent reading.

2. Read Aloud

- Thinking of your experiences with children, suggest books you know children enjoy but that may be too challenging for them to read themselves. With children, you can call these books "dream books." Also list books and poems that you enjoy reading aloud to children.

Ongoing assessment: Did the child understand and enjoy the book?

3. Fluent Reading

- List books that are easy and fun for fluent reading and reading at home. With children, you can call these books "vacation" books.

Ongoing assessment: Did the child read smoothly, feel successful, and enjoy the reading experience?

Practice Providing Feedback to Oral Reading

Activity 4

Read the following story excerpt. Then examine Juan's oral reading miscues, marked on the text. What strategies is Juan using as he reads? Using the information in the Oral Reading handout, how would you respond to Juan's reading? How would you use this information in planning Juan's reading instruction?

Henry had no brothers and no sisters. "I want a brother," he told his parents. "Sorry," they said. Henry had no friends on his street. "I want to live on a different street," he told his parents. "Sorry," they said. Henry had no pets at home. "I want to have a dog," he told his parents. "Sorry," they *almost* said. But first they looked at their house with no brothers and no sisters. Then they looked at their street with no children. Then they looked at Henry's face. Then they looked at each other. "Okay," they said. "I want to hug you!" Henry told his parents. And he did.

Rylant, C. (1987). *Henry and Mudge: The first book.* New York: Aladdin Paperbacks.

Key:

sc = self-correction	/\ = insertion
T = teacher provided	= omission
~~ = repetition	

Choosing Questions for Discussion/Comprehension

Activity 5

In small groups, read the ghost story excerpt again and then pose questions that might be appropriate for opening discussion of the story.

Henry had no brothers and no sisters. "I want a brother," he told his parents. "Sorry," they said. Henry had no friends on his street. "I want to live on a different street," he told his parents. "Sorry," they said. Henry had no pets at home. "I want to have a dog," he told his parents. "Sorry," they almost said. But first they looked at their house with no brothers and sisters. Then they looked at their street with no children. Then they looked at Henry's face. Then they looked at each other. "Okay," they said. "I want to hug you!" Henry told his parents. And he did.

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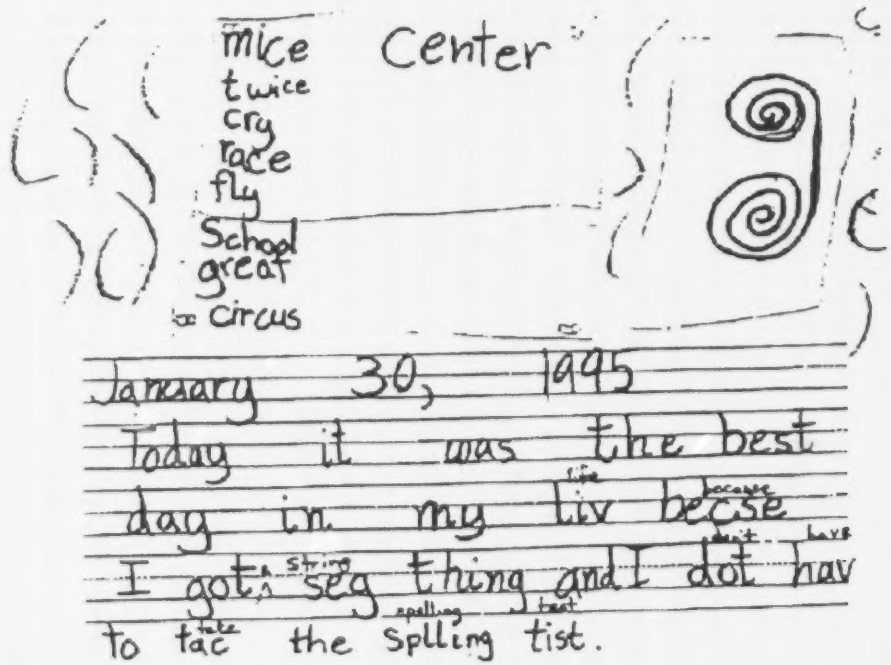
Don't overdo it! Remember to discuss one or two questions per text segment.

Writing and Word Study Assessment

Activity 6

Examine the writing sample from a second grader's journal, shown below. Then discuss the following questions with your group.



What does the child know about written language? Spelling?

What challenges does the child face? What should the focus of instruction be?

Handout 6

Issues in Checking Out Books

Activity 7

In groups, discuss these issues about take home books and voluntary reading. Write your ideas on this sheet to share with the large group.

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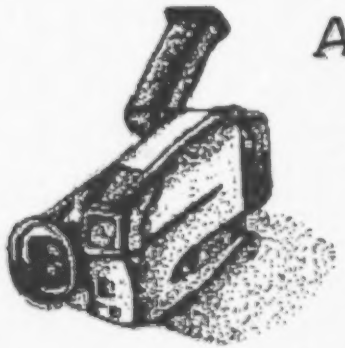
Lessons Learned . . .
Video Time (Part 2)

Activity 9



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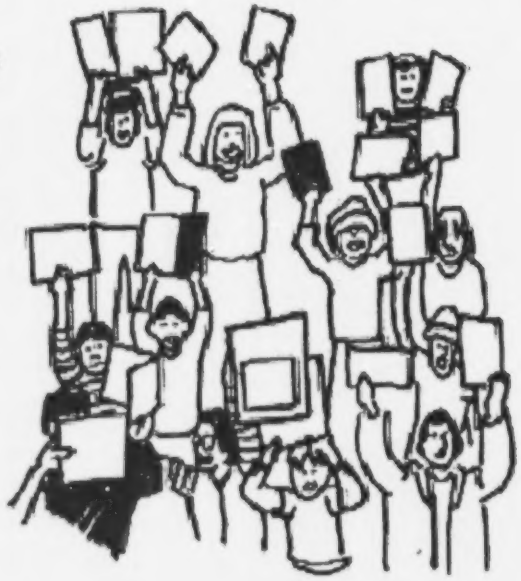

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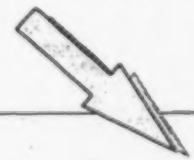

4. Readings

Establishing a Field-based Literacy Lab

How to Get Started

Step #1: Leadership Team

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2. Select the members of the leadership team: faculty from a local university, such as a professor in reading or literacy, the principal and teachers from your school, and members from the community volunteer organization, if applicable.
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After establishing the leadership team, the parameters of the literacy lab have to be established. These parameters include:

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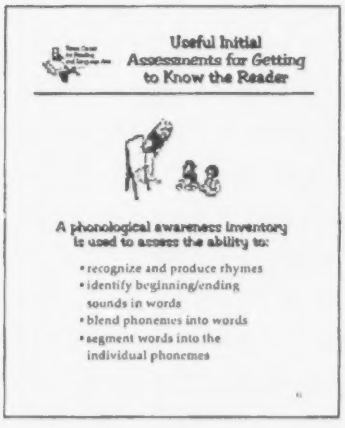
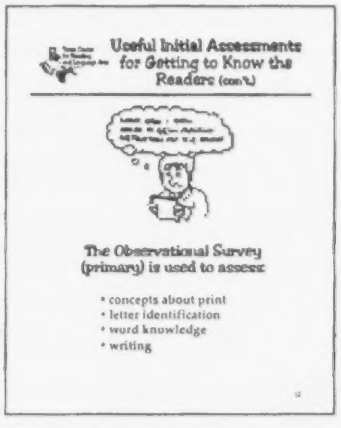
Step #6: Materials

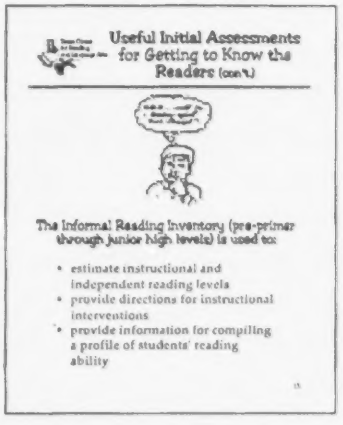
1. Provide texts of all genres, topics and levels.
2. Take in materials from garage sales, secondhand stores, donations from local businesses, as well as book drives at local churches, junior high and high schools.
3. Make available files, folders, a file cabinet, markers, crayons, pens, pencils, glue, scissors, staplers, tape, various kinds of paper, shelves, tape recorders, and stop watches.
4. Provide a light snack.

Assessment

The purpose of literacy assessment is to gather data about childrens' reading and writing so that the teacher or tutor can plan appropriate instruction. In-depth knowledge about students' helps tutors to accelerate progress. Two kinds of assessments are used in the literacy lab. Initial assessments of reading and writing strategies, word study, and interest help to plan a program and select materials that will meet each child's specific instructional needs. Tutors begin by getting to know the child through informal interviews, conversations, book sharing, and observations of children as they interact with reading and writing. More structured initial assessments consist of early literacy and/or reading, word knowledge and writing analysis.


Useful Initial Assessments for Getting to Know the Reader
A phonological awareness inventory is used to assess the ability to:
• recognize and produce rhymes
• identify beginning/ending sounds in words
• blend phonemes into words
• segment words into the individual phonemes


Useful Initial Assessments for Getting to Know the Readers (cont'd.)
The Observational Survey (primary) is used to assess:
• concepts about print
• letter identification
• word knowledge
• writing


Useful Initial Assessments for Getting to Know the Readers (cont'd.)
The Informal Reading Inventory (pre-primer through junior high levels) is used to:
• estimate instructional and independent reading levels
• provide directions for instructional interventions
• provide information for compiling a profile of students' reading ability

For more information, please see:

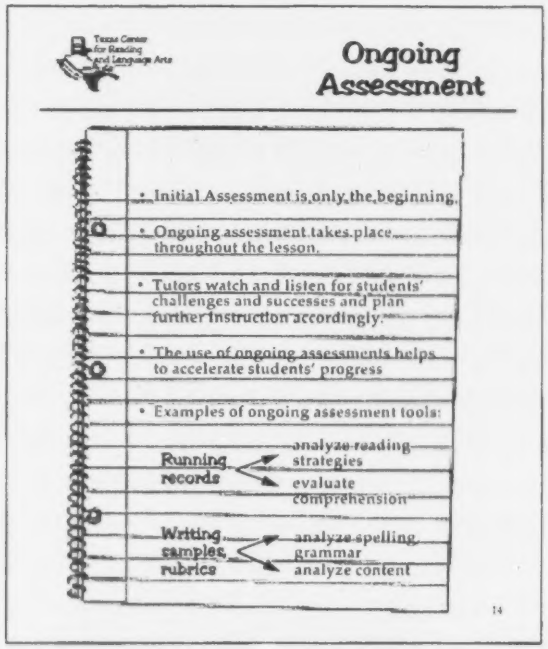
Caldwell, J., & Leslie, L. (1995). Qualitative Reading Inventory-II. New York: Harper Collins.

Clay, M. M. (1993). An Observational Summary of Early Literacy Achievement. Portsmouth, NH: Heinemann.

Dynamic assessments in which students read various levels of books with varying levels of instructional support, are also used in the initial meetings with the child. Observations of children in their classrooms and interviews with their teachers and parents round out the initial assessment process.

Ongoing or continuous assessments in daily reading and writing aids the tutor in deciding what kinds of tasks will help the child make accelerated progress in reading and writing. Instructional plans should be modified as needed, based on the child's continued growth in reading and writing.

Novice tutors must be given time to work with literacy professionals who can model instruction, answer questions and provide continued support and guidance. Assessment is no exception. Tutors should be involved in every step of the assessment process beginning with observation of assessments administered by experienced tutors or staff. This modeling process will provide novice tutors with the confidence and knowledge to begin to use assessment tools. There are opportunities for ongoing assessment throughout the literacy lab lesson.


Texas Center for Reading and Language Arts
Ongoing Assessment
• Initial Assessment is only the beginning.
• Ongoing assessment takes place throughout the lesson.
• Tutors watch and listen for students' challenges and successes and plan further instruction accordingly.
• The use of ongoing assessments helps to accelerate students' progress
• Examples of ongoing assessment tools:
Running records
analyze reading strategies
evaluate comprehension
Writing samples, rubrics
analyze spelling, grammar
analyze content
14

Instruction

In talking to tutors in intervention programs, a common complaint is that there often is not a structured framework for lesson plans or a supervisor nearby, so novice tutors are often left wondering exactly what to do. Often then, the tutoring session consists of reading aloud, helping with homework, or listening to students read. These components are all important but for children to make progress in reading, tutors need professional training and continuous guidance from a literacy professional who is knowledgeable and experienced in working with struggling readers.

The Reading Club's leadership team started with a lesson plan framework based on research and the most successful intervention programs and have refined it over the course of the year. Purposeful reading and writing are the most important activities in any program so they make up the major portion of the lesson plan. The components are student reading in both easy and more challenging materials, writing, explicit and implicit word study tied to reading and writing, home reading, and a tutor read-aloud. We use the data from assessments to plan the specific instruction for each individual child. Most instruction is one-on-one but students and tutors work in teams to allow for interaction around literacy activities, including readers' theater and word games.

Instructional Components

Reading aloud

Reading to children is important throughout a child's life. As children listen, they hear the sound of a fluent reader and they are exposed to a variety of language structures. As the tutor and children talk

about the read-aloud the children use and refine comprehension strategies such as predicting and visualizing. In the reading club, each session starts with a read-aloud by the tutor. This may be a book

or poem that the child wants to share with the tutor or a book that she wants to eventually read for herself. Reading aloud helps to establish a bond between the tutor and child and starts the session off with an enjoyable reading experience. During the read-aloud and discussion, the tutor can assess the child's attention span and interests, book choices, responses to books, and oral language skills.

Fluent Reading

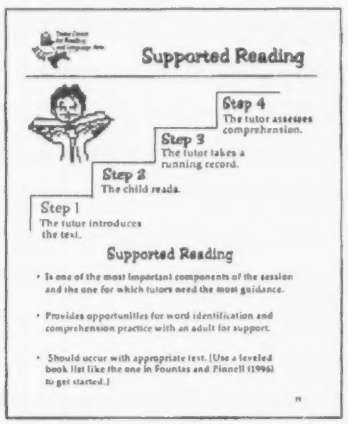
In fluent reading, the children get a chance to show off their best reading to their tutor or their team, to sound and feel like an expert reader. They choose a familiar book or poem, participate in a readers' theater about a familiar book, or read a new easy book. We encourage students to share books they've been reading at home. We also use this time to practice for reading performance parties which we have three or four times per year.

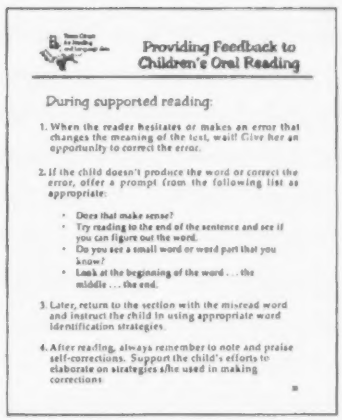
Supported Reading

In supported reading the tutor guides a child through a book that provides just the right amount of challenge. It is vital to choose books that are appropriate for the child's skill level and that are not frustrating. Children are able to practice known reading strategies for word identification and comprehension monitoring and try out new ones with an adult right there to

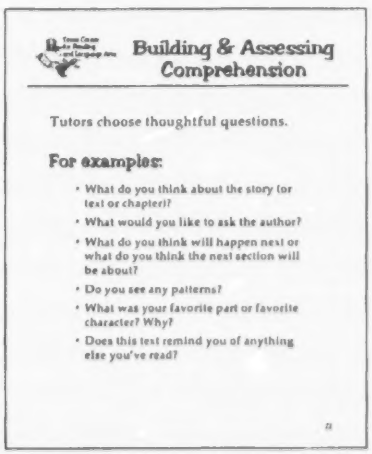
provide help if needed. This is one of the most important components of the session and the one for which tutors need the most guidance. When the child hesitates or miscalls a word, often the first instinct is to jump in and provide the correct word. Contrary to what some may believe, however, providing students with the correct word or asking them to sound out an unfamiliar word can be unproductive in many situations.

Reading is a process of making meaning, so comprehension should be the major goal of reading connected text. However, asking students traditional quiz-type comprehension questions does not help to develop comprehension. Instead, tutors should explicitly model comprehension strategies and provide opportunities for students to practice them as they read. Genuine questions that promote dialogue about reading are also beneficial.


Supported Reading
Step 4
The tutor assesses comprehension.
Step 3
The tutor takes a running record.
Step 2
The child reads.
Step 1
The tutor introduces the text.
Supported Reading
• Is one of the most important components of the session and the one for which tutors need the most guidance.
• Provides opportunities for word identification and comprehension practice with an adult for support.
• Should occur with appropriate text. (Use a leveled book list like the one in Fountas and Pinnell (1996) to get started.)

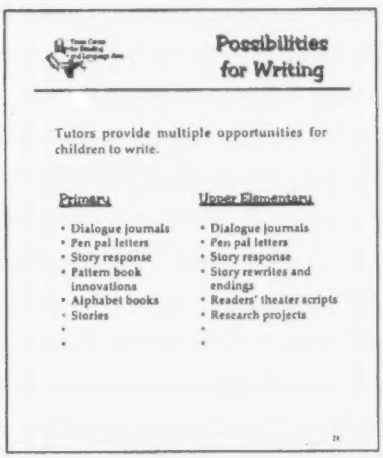

Providing Feedback to Children's Oral Reading
During supported reading:
1. When the reader hesitates or makes an error that changes the meaning of the text, wait! Give her an opportunity to correct the error.
2. If the child doesn't produce the word or correct the error, offer a prompt from the following list as appropriate:
• Does that make sense?
• Try reading to the end of the sentence and see if you can figure out the word.
• Do you see a small word or word part that you know?
• Look at the beginning of the word . . . the middle . . . the end.
3. Later, return to the section with the misread word and instruct the child in using appropriate word identification strategies.
4. After reading, always remember to note and praise self-corrections. Support the child's efforts to elaborate on strategies s/he used in making corrections.

For further information, please see: Cunningham, P., & Allington, R. (1994). Classrooms That Work: They Can All Read and Write. New York: Harper Collins.


Building & Assessing Comprehension
Tutors choose thoughtful questions.
For examples:
• What do you think about the story (or text or chapter)?
• What would you like to ask the author?
• What do you think will happen next or what do you think the next section will be about?
• Do you see any patterns?
• What was your favorite part or favorite character? Why?
• Does this text remind you of anything else you've read?

Writing

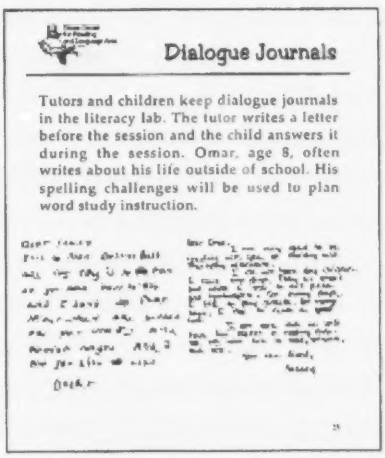
Tutors and children keep dialogue journals in which the tutor writes a letter before the lesson and the child reads and answers it during the lesson. Many students also engage in writing projects about a topic of their choice. With the projects we can focus on reading, writing, and word study while researching a topic of interest.



Possibilities for Writing

Tutors provide multiple opportunities for children to write.

Primary	Upper Elementary
• Dialogue journals	• Dialogue journals
• Pen pal letters	• Pen pal letters
• Story response	• Story response
• Pattern book innovations	• Story rewrites and endings
• Alphabet books	• Readers' theater scripts
• Stories	• Research projects
•	•
•	•



Dialogue Journals

Tutors and children keep dialogue journals in the literacy lab. The tutor writes a letter before the session and the child answers it during the session. Omar, age 8, often writes about his life outside of school. His spelling challenges will be used to plan word study instruction.

Children Write about their Interests

Many possibilities for writing that can engage reluctant writers in reading, writing, and word study. Stephanie, age 9, chose to research and write a biography about Selena, a popular Tejana singer who was fatally shot. Her introduction is shown below:

This is the story of a young Woman who longed to have a dream and had the courage to make it come true.

Children Write Text Innovations

With text innovations, children write their own version of a pattern book or poem, write a new ending to a story, or change the text in another way. This is often less intimidating than starting with a "blank page." James's version of "If I Were in Charge of the World" is shown below.

IF I WERE IN CHARGE OF THE WORLD
by James

If I were in charge of the world,
I'd party all weekend
Go see all the movies I want to see
Travel around the world
And have a giant zoo with endangered species in it.

If I were in charge of the world,
I'd rule my school
Not have to run the mile in gym,
Have recess all day long
And leave school at 9 a.m.

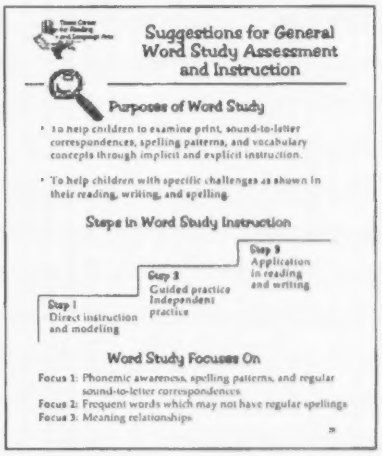
If I were in charge of the world,
I'd give all my teachers report cards
Give the principal detention
Make the teacher sit out for study hall
And make the gym teacher do 2,000 push ups

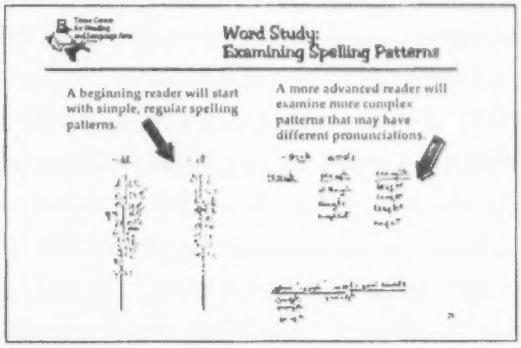
If I were in charge of the world,
I'd play all day
never have to work again,
Get all the comic books I want,
And send my mom and dad to bed.

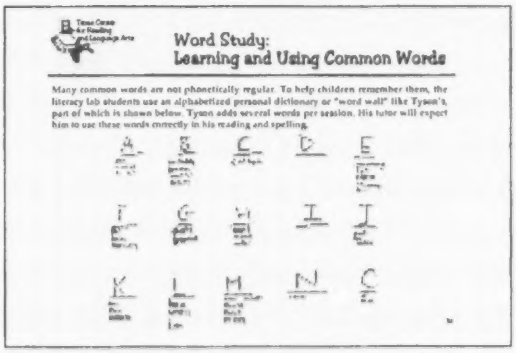
Best of all . . .
I'D BE IN CHARGE OF THE WORLD!

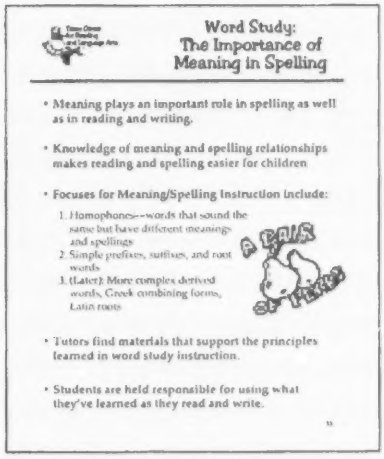
Word study

Word study takes place throughout the lesson as students read and write but many children also need explicit instruction in how words work. The children's writing and spelling challenges often are the focus for both implicit and explicit word study instruction. In addition, we use word games and research-based approaches such as Patricia Cunningham's "Making Words" to help the children learn how letters and sounds are put together to form spelling patterns and words.


Suggestions for General Word Study Assessment and Instruction
Purposes of Word Study
• To help children to examine print, sound-to-letter correspondences, spelling patterns, and vocabulary concepts through implicit and explicit instruction.
• To help children with specific challenges as shown in their reading, writing, and spelling.
Steps in Word Study Instruction
Step 1 Direct instruction and modeling
Step 2 Guided practice Independent practice
Step 3 Application in reading and writing
Word Study Focuses On
Focus 1: Phonemic awareness, spelling patterns, and regular sound-to-letter correspondences
Focus 2: Frequent words which may not have regular spellings
Focus 3: Meaning relationships


Word Study:
Examining Spelling Patterns
A beginning reader will start with simple, regular spelling patterns.
A more advanced reader will examine more complex patterns that may have different pronunciations.


Word Study:
Learning and Using Common Words
Many common words are not phonetically regular. To help children remember them, the literacy lab students use an alphabetized personal dictionary or "word wall" like Tyson's, part of which is shown below. Tyson adds several words per session. His tutor will expect him to use these words correctly in his reading and spelling.


Word Study:
The Importance of Meaning in Spelling
• Meaning plays an important role in spelling as well as in reading and writing.
• Knowledge of meaning and spelling relationships makes reading and spelling easier for children.
• Focuses for Meaning/Spelling Instruction include:
1. Homophones--words that sound the same but have different meanings and spellings
2. Simple prefixes, suffixes, and root words
3. (Later): More complex derived words, Greek combining forms, Latin roots
• Tutors find materials that support the principles learned in word study instruction.
• Students are held responsible for using what they've learned as they read and write.

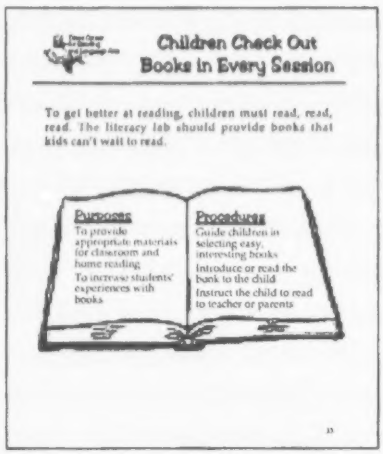
For more information, please see:

Cunningham, P. (1995). Phonics they use. New York: Harper Collins.

Invernizzi, M., Bear, D., Templeton, S., & Johnston, F. (1996). Words their way. Englewood Cliffs, NJ: Merrill.

Checking out books

An important part of each session is helping children to choose and check out books to read in their classrooms and at home. We use our own experience as well as leveled book lists to organize our library by genres, topics and difficulty level.



Children Check Out Books in Every Session

To get better at reading, children must read, read, read. The literacy lab should provide books that kids can't wait to read.

Purposes
To provide appropriate materials for classroom and home reading
To increase students' experiences with books

Procedures
Guide children in selecting easy, interesting books
Introduce or read the book to the child
Instruct the child to read to teacher or parents

Helping Children to Choose Appropriate Books

Vacation (easy, familiar):

I have read the book several times before
I understand the book
I understand almost all of the words
I can read it smoothly and with expression

Just Right (some challenges but someone can help me):

I understand most of the book
The book is new or pretty new
I can read some of the book smoothly and I only have a few trouble spots
There are only a couple of words on each page that I'm not sure of
Someone can help me with the book

Dream Books (too difficult to read on my own):

There are many words I don't know
My reading is choppy
I would like someone to read the book to me

* The terms "vacation," "just right," and "dream" are borrowed from Roller & Fielding, *Variability, not disability.*

I am confused about what is happening in the book

From Ohlhausen, M., & Jepsen, M (1992). "Lessons from Goldilocks: Somebody's Been Choosing My Books But I Can Make My Own Choices Now!" The New Advocate, 5, 36.

Performance

Several times during the year, the Reading Club holds performance parties in which the children show off their reading and writing for their families, teachers, and friends. Children and tutors perform readers' theater, original writing, poems or songs, and read stories.

Forms for Assessment, Instruction, and Record-Keeping

1. **Reading Club Interview.** Use an interview to begin building an ongoing relationship between the tutor and the student. It is also a valuable practice for tutors to share their answers.

2. **Self-Monitoring Sheet–Thinkalong**. Teach this strategy to support comprehension monitoring.

3. **Commonly used comprehension strategies.** Select appropriate strategies as you model think-aloud for your students. Focus on one at a time, but remember to use a variety in the course of your insttruction to assure that a child has a repertoire of stratetgies to meet the demands of various reading materials and ocntexts.

4. **High Frequency Rimes and Syllables.** Use this form as a resource for developing word study activities.

5. **Reading Club Booklist.** This form documents books read during tutoring sessions, and provides a record of progress.

6. **Reading Club Home Reading Calendar.** In addition to providing documentation for books read at home, this form promotes parent involvement.

Reading Club Interview

Name:_____ Age:_____ Grade:_____ Teacher:_____

1. What is your favorite thing to do?

2. What is the easiest part of school for you?
   Hardest?

3. If you could be anything, what would it be?

4. If you could go anywhere, where would you go?

5. What kind of stories do you like to listen to?
   Read by yourself?

6. What is your favorite book?
   Author?
   Magazine?

7. Are you a good reader?
   Why or why not?

8. Why do people read?

9. How often do you read at home?
   Who reads with you at home?

10. What is the best thing about you?

11. If you could win any award, what would you most like to win?

12. With which skills and strategies would you like help? (check as many as apply)

	letters of the alphabet		meaning of words		reading aloud
	remembering what you read		understanding what you hear		reading faster
	reading directions		finding books that you like		knowing what to do when you come to a word you don't know
	handwriting		writing good sentences		writing interesting sentences
	spelling		how to read for information		blending sounds of letters together into words

R14

Self-Monitoring Sheet-Thinkalongs

Thinkalong	Always	Sometimes	Never
I know when I don't understand something.			
I ask myself questions to understand the text.			
I make a picture in my mind to help me understand the text.			
I reread to help myself understand.			
I personalize the ideas and relate them to my own experiences. I think about something I know that fits into the new information.			
I reread when I don't know what a word means.			
Sometimes I predict what I will read about next in the text.			

Name:_____ Date:_____

From Reading Comprehension: Self-monitoring strategies to develop independent readers by Susan M. Glazer, published by Scholastic Professional Books. Copyright © 1992 by Susan M. Glazer. Reprinted by permission of Scholastic Inc.

R15

Commonly Used Comprehension Strategies

- Always ask "does this make sense?"
- Predict what will come next.
- Check predictions to see if you are right.
- Reread to see if that helps you understand.
- Read ahead to see if the author gives information that will help you.
- Ask why the author is giving you this information.
- Draw comparisons between the text and your own life.
- Connect new information in the text to what you already know.
- See if an unfamiliar word may be related to a word that you know.
- Stop and see if you can state the author's major point.
- Explain why the author is using this order to present information.
- Substitute a known word that makes sense for an unknown word.
- Make sure you understand how drawings and tables go with text.
- Ask how this information relates to earlier information.

Note. From Roller, So... What's a Tutor to do? (p. 106), by Cathy Roller, 1998, Newark, Delaware: International Reading Association. Reprinted with permission.

R16

High Frequency Rimes and Syllables

-ab	cab	-e	me	-ice	mice	-o	no	-op	mop
-ack	tack	-ea	sea	-id	lid	-oad	toad	-ope	rope
-ad	sad	-eak	beak	-ide	ride	-oak	oak	-ot	pot
-ade	made	-eal	seal	-ie	pie	-oat	goat	-ound	round
-ag	bag	-ean	bean	-ig	pig	-ob	Bob	-out	shout
-age	page	-ear	ear	-ight	night	-ock	lock	-ow	cow
-ail	nail	-eat	eat	-ike	bike	-od	rod	-ow	crow
-ain	train	-ed	bed	-ill	hill	-og	dog	-own	clown
-ait	wait	-=-ee	-bee	-im	him	-oice	voice	-oy	toy
-ake	cake	-eed	seed	-ime	time	-oil	boil		
-al(l)	ball	-eel	wheel	-in	pin-	-oin	coin	-ub	sub
-ale	whale	-een	green	-ine	nine	-oke	joke	-uck	duck
-am	ham	-eep	jeep	-ing	ring	-old	gold	-ug	rug
-ame	name	-eet	feet	-ink	pink	-ole	mole	-um	gum
-an	pan	-ell	bell	-tion	action	-oll	roll	-un	sun
-and	sand	-en	ten	-ip	ship	-one	bone	-ture	future
-ap	map	-end	send	-ish	fish	-ong	song	-us(s)	bus
-at	cat	-ent	went	-it	hit	-ook	book	-ut	nut
-ate	gate	-et	net	-ite	kite	-ool	school		
-aw	saw			-ive	five	-oom	broom	-y	cry
-ay	hay			-ive	give	-oon	moon	-y	sunny

Teacher Note: The onset is the beginning consonant(s) and the rime is the part from the vowel onward. (e.g., hop: h - onset, op - rime; skip: sk - onset, ip - rime)

Note. From "Word building: A strategic approach to the teaching of phonics," by T. G. Gunning, 1995, Reading Teacher, 48, p 487. Reprinted with permission.

R17

Reading Club Book List

Tutor:_____
Child:_____

Date	Book Title	Author	R*	F*	S*	Pages Read

* The letter refers to the section of the lesson in which the book was used
(R=Read aloud by tutor: F=Fluent reading; S=Support reading)

R18

Reading Club Home Reading Calendar

Student:_____ Tutor:_____

1. Read. Write the name of the book you read (or the number of pages if it's a chapter book) in the space for the day.
2. Read the book or a favorite part to your parent and then ask them to sign in the space.
3. Bring the book to the Reading Club to read to your tutor.

Month:

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

Next to the book title, draw a face showing how you liked it. Be ready to tell your tutor what you thought about your book.

Lesson Plan for _____ (name of student) _____ (date) _____ (tutor)

Category	Planned Activity	Evaluation and Comments
Read-aloud: Read an interesting short story, poem, joke, or book chapter.		
Fluent Reading: Have the student choose an old favorite, poem, play, or segment from their read-at-home book to read to/with you.		
Supported Reading: Introduce and help children read and think their way through the text. This should be challenging but not frustrating. Give as much support as needed. Take a running record.		
Writing: Decide with the student to use dialogue journals, literature response, projects, text innovations, or a combination. Encouraging risk-taking but make sure the students use what they know about spelling.		
Explicit Word Study: Focus on spelling, word structure, and vocabulary through word sorts, word games, and materials that contain studied word features. Use oral reading and spelling errors to choose focus features.		
Checking out Books: Help students choose books on their independent level (and read-alouds for parents).	Book Titles Ret. _____ _____ _____ _____ _____ _____ _____ _____	Note that books are returned with a check next to title. Record brief student comments about home reading.

Note: On the back of this sheet, please write a general reflection of the time you spent with your child today, including any comments or questions to which you would like your supervisor to respond. Please also include contacts with your child's parents. If you need assistance, please ask.

Lesson Plan for *Malcolm* (name of student) *March 30, 1999* (date) *Helen* (tutor)

Category	Planned Activity	Evaluation and Comments
Read-aloud: Read an interesting short story, poem, joke, or book chapter.	*Dinosaur Poem*	*This went so well Malcolm wanted to read it on his own.* *Errors - really, mighty*
Fluent Reading: Have the student choose an old favorite, poem, play, or segment from their read-at-home book to read to/with you.	*One Fish, Two Fish*	*This was a book he checked out for home reading last week.* *Read w/excitement- no miscues*
Supported Reading: Introduce and help children read and think their way through the text. This should be challenging but not frustrating. Give as much support as needed. Take a running record.	*Cat in the Hat - read this with Ricky playing the Jumping Game - as they progress on the game board, they take turns reading.* *Comprehension – cross-checking activity based on Cat In the Hat.*	*Kinesthetic experience both motivational and attention holding for the entire 20 minutes.* *Went well, Malcolm and Ricky understand they must look at the words and think about meaning.*
Writing: Decide with the student to use dialogue journals, literature response, projects, text innovations, or a combination. Encouraging risk-taking but make sure the students use what they know about spelling.	*Malcolm wrote a page to add to Dinosaur book project - topic- when Dinosaurs lived*	*Went well - used two books from library as references for correct sp. Yeah!*
Explicit Word Study: Focus on spelling, word structure, and vocabulary through word sorts, word games, and materials that contain studied word features. Use oral reading and spelling errors to choose focus features.	*Sight words - everywhere* *something* *should* *"ight" spelling pattern - made words - light, night, tight, slight, fight, might*	*He added bite, kite* *We discussed how the last two fit another pattern. He is always excited to see how many new words he can spell.*
Checking out Books: Help students choose books on their independent level (and read-alouds for parents).	Book Titles — Ret. *In a Dark Dark Room* ____ *Monster Math* ____ *Why did the Chicken Cross the Road?* ____ *The First Dog* ____	Note that books are returned with a check next to title. Record brief student comments about home reading. *He kept Go Dog Go and The Tiny Family to reread because he liked them so much.*

Note: On the back of this sheet, please write a general reflection of the time you spent with your child today, including any comments or questions to which you would like your supervisor to respond. Please also include contacts with your child's parents. If you need assistance, please ask.

Supervisors write notes directly on the backs or margins of the tutors' lesson plans (see example below). In addition, as supervisors observe tutoring sessions, they make anecdotal records on self-stick labels. The labels are kept in a 3-ring binder with a section for each tutor. This notebook provides program supervisors with an on-going record of the tutors' progress, and documentation of areas in which tutors need more instructional support.

2nd notebook check (3/24/99)

Helen,

Your daily plans are complete with all required components. On the anecdotal record side of your lesson plan you have been including general reflections about Malcolm's attitude, please include those comments on the back of your plan. This change will allow you room to note how each activity went in the anecdotal record column, so you will be able to make appropriate decisions for the next lesson.

Encourage Malcolm to check out more books at his independent level. He can then choose one of these home-reading books for his fluent reading to start the next lesson. See our Frog and Toad books. I think Malcolm would enjoy the friendship theme along with the humor. We also have several Reader's Theater Scripts for Frog and Toad in the 2nd file drawer.

Your oral reading summary was well-done. Try to do one each week during your supported reading time. Keep up the good work. Your caring "shines" through!

B.

Example of form for assessing tutor effectiveness and learning. ***(See Record Keeping overhead, p. 35)***

Rubric for Reading Club Read-aloud

Activity Description

The Reading Club read-aloud can be:

- a short story
- a chapter or several pages from the beginning of a chapter (e.g., you may read a chapter from a new book which you will be using for your supported reading lesson)
- several poems and/or jokes
- a segment from an information text that is interesting to your child, but perhaps to difficult to read independently.

1. Preparation/planning:
   - Have you chosen your read-aloud selection in advance and practiced it?
2. Choice of text:
   - Is it appropriate for your child's interest (will it be engaging?)
   - Is it at an appropriate level for your child's listening comprehension (e.g., is it something worth thinking and talking about; can your child understand it with your support?)
   - Is it a good length for a short read-aloud (e.g., not more than 5-10 minutes)?
3. Before, during and/or after the reading:
   - Do you read with appropriate expression and fluency?
   - Do you engage the child with the meaning of the text before, during, and/or after the text?*

*With an information text, this can mean finding out what the child already knows about the subject and asking what they learned. With a story or chapter book, it can mean asking prediction questions or other appropriate questions. With either, it can mean discussing one or two vocabulary words.

****

Monitoring/Feedback

It is essential that the coordinator/supervisor monitor the read-aloud component of the lesson and provide feedback to tutors. The form on the next page may be used.

Feedback Form for Read-aloud Activity

Description	***Comments***
Preparation/planning	
Choice of text: • Engaging • Matches child's listening comprehension • Appropriate length	
Your reading: • Expression and fluency • Appropriate supporting and • Monitoring understanding before, during, and after reading	

R24

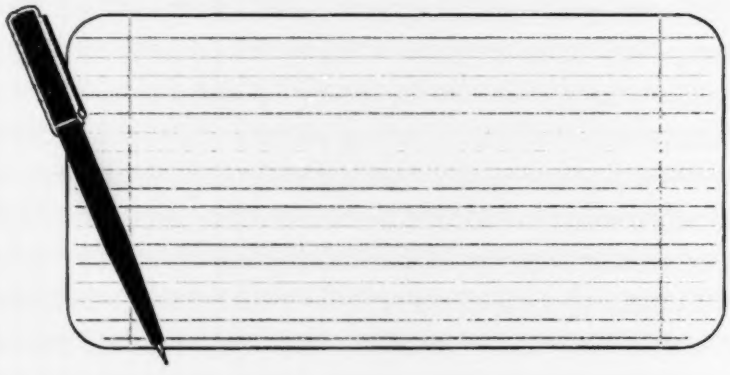
Family Connections

Family connections are important to the success of the "Reading Club."

Our parents have been involved in many ways:

- Providing information about their child through formal interviews
- Providing transportation to and from the Reading Club
- Attending special "Open Houses" to become familiar with the Reading Club program
- Supporting child's home reading by helping to complete the home reading calendar
- Communicating regularly with the tutor through informal meetings as they pick up their child and via notes and phone calls
- Supporting tutor's efforts at home by playing games, singing songs, practicing flash cards and providing opportunities for writing such as keeping a journal or writing grocery lists
- Observing during tutoring sessions
- Participating in reader's theater performances with children and tutors
- Celebrating learning by attending our end-of-semester performance parties

We encourage you to think of additional ways to involve parents in your programs:



R2S

This is an example of an application form. (See Initial Contacts, overhead #36)

Texas Center for Reading and Language Arts

Application for University of Texas Reading Club

The Reading Club provides a program for young children in grades 1 through 3 who are struggling with reading and writing. Children will be assessed and provided an individualized instructional program. Tutors will be University students supervised by University professors and staff. The program will begin January 28, 1999, and continue on every Tuesday and Thursday afternoon from 3:30 - 5:00 p.m. through May 4. The following information will help us to match your child with a tutor and to assist the tutors and staff in developing the best program possible. Feel free to attach any information you think would be helpful. You will be notified by phone about your child's placement. Placement is limited to 15 students.

Identifying Information

Child's Name: _____ Age: _____ Birthday: _____

Parent or Guardian's Name: _____

Address: _____

Home Phone: ( ) _____ Work Phone: ( ) _____

Work Phone: ( ) _____

In case of emergency contact: _____, _____ ( ) _____
relationship

_____, _____ ( ) _____
relationship

Background Information

Describe your child's difficulties with reading.

Does your child have difficulty with writing? If so, describe your concerns.

What is your child's attitude toward reading and writing? Does your child experience significant frustration with reading and/or writing at school or at home?

What are your child's learning or social strengths?

Are there medical conditions of which we should be aware?

Tell us about your child's special interests or hobbies (e.g. what child likes to do at home, sports, clubs, classes).

List any favorite books (including books you read to child).

School History

Preschool experience:

School experience:

Current grade: _____ School: _____

Teacher(s): _____

Is the school aware of the child's difficulties? Yes ☐ No ☐

Does your child receive any extra help in the classroom or from reading specialists in the school? Yes ☐ No ☐

Explain: _____

Has your child been referred for special education by the school or by you? Yes ☐ No ☐

Explain: _____

Who will pick up your child after tutoring? (List name and relationship) _____

_____

_____

Texas Center for Reading and Language Arts
College of Education • University of Texas at Austin
SZB 210 • Austin, TX 78712
Phone: 512-232-2320
Fax: 512-232-2322

R27

This is an example of a permission form. (See Initial Contacts, overhead #36)

January 16, 1999

In the Fall of 1997, Allison Elementary began a new program with The University of Texas at Austin to strengthen children's successes in reading and writing. Your child's teacher believes that s/he would benefit from our program called the Reading Club. Children will be tutored after school on Thursdays from 2:45 – 4:10 beginning on January 28, 1999. As a member of the Reading Club, your child will be asked to read and have his/her Reading Club calendar signed each evening. Reading at home is an important part of your child's Reading Club participation.

Please sign and return the permission form on the bottom of this page, if you would like for your child to participate in the program.

We ask that you plan to join us for an open house to meet your child's tutor.

Come to the Reading Club!!
Thursday, January 28, 1999
3:00 p.m.
Meet your child's tutor and see the Reading Club

Cut along this line

My child _____, has my permission to be tutored in the after-
(full name) school Reading Club at Allison Elementary.

Parent/Guardian signature: _____

Please print name: _____

Telephone: home _____ work _____

Transportation: (check one)
_____ I will pick up my child at 4:10 in the school library.
_____ My child will walk home from the Reading Club
With whom will your child walk home after the Reading Club? _____

We look forward to working with you and your child. If you have any questions, please call the school at 414-2004 and leave a message for the Reading Club.

Jo Worthy, Misty Sailors, and Kathryn Hooper

R28

All communications are translated for Spanish-speaking parents. This is an example of a permission form in Spanish. (See Initial Contacts, overhead #36)

16 de enero de 1999

Durante el otoño de 1997, la escuela Allison Elementary en conjunto con la Universidad de Texas en Austin comenzó un programa para reforzar el éxito de los estudiantes en la lectura y la escritura. La maestra de la clase de su hija/o la/o ha recomendado para que asista al Club de Lectura porque piensa que podrá beneficiarse del programa. Cada jueves, el Club de Lectura se reunirá en la biblioteca de Allison de las 2:45 a las 4:10 de la tarde, empezando el 28 de enero del año 2000. Como participante del Club de Lectura, le pedimos a su hija/o que lea cada tarde y que un adulto revise y firme su calendario de lectura cada noche. Leer en casa es una parte importante en el desarrollo de su hija/o.

Si quisiera que su hija/o participe en el programa, por favor llene y regrese la forma otorgando su permiso al final de esta hoja.

Por favor queremos que venga a visitarnos.

Venga a la biblioteca
el jueves, 28 de enero a las 3:00p.m.
Conozca a la tutora de su hija/o
y al Club de Lectura

- - - -

This is an example of a tutor/parent initial contact interview. ***(See Initial Contacts, overhead #36)***

Initial Parent Interview

Part I. Information about the Reading Club

Hello, is this Mrs./Mr. _____ or (_____'s mother/father?). My name is _____. I'll be your child's tutor in the Reading Club at Allison Elementary. Do you have a few minutes to talk or should I call back later (when would be a convenient time)?

First, the reading club **starts next Wednesday**. The first time, we would like for you to come to the library at 4:00 to meet us and see the Reading Club. On all other Wednesdays, the club will go until 4:10. **Will you be picking up** _____ or will he/she walk home? _____ will be bringing home a form that you need to sign and send back right away with your **permission** for him/her to stay. **If your don't return this form, he or she can't participate in Reading Club.**

Every week, _____ **will be bringing books** to read at home. He/she needs to read the books with you or tell you about them and you or another adult in the family needs to **sign the reading calendar** that will be coming home.

Part II. Questions about Child

Now I'd like to ask you a few questions to help me get to know _____.

1. Tell me about him/her. What does he/she like to do after school and on the weekends?

2. What kinds of things is _____ interested in (e.g., animals, sports, etc.)?

3. What is _____'s favorite kind of book or magazine to read?

4. Tell me about _____'s reading. What information has your teacher shared about his/her reading at school?

5. Is there anything else you'd like me to know about _____?

Part III. Closing Conversation

Will you be able to come early next Wednesday (at 4:00) to pick up _____ so we can show you the Reading Club?
Let me give you my phone number in case you need to talk with me. It was so nice to talk to you and I'm really looking forward to meeting you and _____.

**Note: Write down any specific questions parents ask about their child's reading abilities. Explain that you will be glad to address their questions as you learn more about the child.*

This is an example of our informal parent contact form. Tutors may keep them in a log format. (See Ongoing Contact, overhead #36)

Record of Informal Parent Contacts

Date: _____

Tutor: _____ Student: _____

With Whom Did you Speak? _____

Form of Contact (circle): ***note*** ***in-person*** ***phone***

Summary:

Date: _____

Tutor: _____ Student: _____

With Whom Did you Speak? _____

Form of Contact (circle): ***note*** ***in-person*** ***phone***

Summary:

R31

These are examples of tutor/parent notes. We recommend sending notes home after each tutoring session. (See Ongoing Contact, overhead #36)

News from "Reading Club"

Your child will bring home books to read after each tutoring session. We encourage you to find time to share these with your child. Please return them in the bag provided.

I will read to you

_____

_____.

Please read to me

_____

_____.

R32

News from "Reading Club"

Your child will bring home books to read after each tutoring session. We encourage you to find time to share these with your child. Please return them in the bag provided.

I will read to you

_____

_____.

Please read to me

_____

_____.

A Note From Your Child's Tutor

A Note From Your Child's Tutor

This is a sample of a progress letter from a tutor to a parent, sent home about midway through the semester program. This tutor and parent had a close relationship. The parent visited the Reading Club on several occasions and understood the terms the tutor used in this letter. We stress the need for our tutors to consider their audience, and to carefully explain terminology and activities as needed. (See Ongoing Contact, overhead # 36)

Dear Mrs. ----,

I just wanted to tell you how much I am enjoying working with Violeta. She is such a delightful girl with a real knack for reading. It is obvious how much she enjoys reading, which I think is great because it shows her interests and curiosity for learning.

I want to update you on what Violeta and I have been doing together in Reading Club. We began with reading one book together at the club and sending one book home. Now she always requests two books to take home. In our work together we focus on fluency, comprehension, and reading unfamiliar words. For supported reading during our tutoring sessions, Violeta is reading The Chocolate Touch by Patrick Skene Catling. We have been using this book to focus on comprehension and vocabulary, as well as enjoyment.

To focus on fluency we have been working with Reader's Theater which are play-scripts based on different books we have in Reading Club. Violeta will be 3 or 4 characters and I will play 1 or 2 and we act out the book while reading the script. She really enjoys this. In fact, I think I may have created a monster! She enjoys it so much that each time we meet she asks me, "When are we doing more Reader's Theater?" So far, we have read Arthur's Vacation and Arthur's Teacher Trouble from the Arthur series, as well as The Teacher from the Black Lagoon by Mike Thaler. I'm excited about her enthusiasm because while it is a fun activity, Reader's Theater is a great tool for improving fluency in reading. She really gets into the different characters by assigning each character a different voice and by "acting it out with her voice" using different inflections. I encourage her to continue with Reader's Theater.

The extra book she is bringing home after each session is for pleasure reading. I feel by giving her books she enjoys for pleasure, Violeta will continue to be interested in reading and want to read more. She has been reading about 3 or 4 times a week (on average) which is a great beginning! I would like to challenge her to read 5 times a week because the more she reads, the more her fluency and comprehension will increase. If you have any ideas on how to encourage her to do this, I would love to hear from you!

I need to make you aware of one important issue. Violeta is having a hard time remembering to bring her materials to the Reading Club. Her calendar, while signed for the month, is not completed or initialed each day

she reads and she has been forgetting to return books. I have been sending home a checklist of things to do and bring for our next visit together. So far, it has not been that helpful for her. Do you have any ideas that could help her remember these materials? Would it help if I called on Tuesday nights to remind Violeta to bring her things? I would like to talk with you about increasing the amount of reading she does at home and helping her remember her materials.

We would love for you to come visit so you can see first hand what Violeta and I do together in Reading Club! I know that as involved as Violeta is in Reader's Theater, she may like for you to see her in action.

Violeta is so enthusiastic about reading! It is a real pleasure spending time with her and I look forward to more fun together in the Reading Club. If you have any questions or concerns, please feel free to call me at my home. My number is 232-2310.

Sincerely,

Jennifer
Reading Tutor

This is an example of a running record of all the books a child reads. We send it home at the end of the semester. This provides a wonderful record of the progress made. (See Final Contact, overhead #36)

Stephanie's Book List

At the Reading Club:

The Three Little Pigs and the Fox
The Beast in Mrs. Rooney's Room
The True Story of the Three Little Pigs
Catwings
American Girl: Meet Kirsten
The House that Drac Built

At home:

It's Halloween
In a Dark Dark House
Little Witch's Big House
Eeek! Stories to Make You Shriek
The Teeny Tiny Woman
The Scary Book
The Spooky Halloween Party
Fox on the Job
Who's There? Over 100 Classic Knock Knock Jokes
The Gingerbread Boy
Your Dad's Just Like My Dad
Eeek! Stories to Make You Shriek
Clifford the Small Red Puppy
Arthur's Halloween
Why Benny Barks
Old Turtle's Knock-Knock Jokes
Henry and Mudge and the Happy Cat
Yummers, too.
Clifford the Small Red Puppy
The Cut-ups Crack up
Clifford Wants a Cookie
Clifford's Family
Clifford's Christmas
The Best Teacher in the World
Miss Mary Mack
The Littles Take a Trip
Zap! I am a Mind Reader
Great Grandpa's in the Litter Box
Eeek! The Mummy's Gold
Garfield's Christmas

Note: The books presented in the lists on pages 36 and 37 are provided as examples from two of our students and do not in any way represent recommendations for their use.

R36

A sample book list to be given to parents at the end of the tutoring semester. (See Final Contact, overhead #36)

A Summer Book List for Tyrone

Tyrone, a fourth grader, loves animals, sports, and scary stories, as well as jokes and humorous poetry. He was able to independently read books ranging from 2nd to mid 3rd grade reading levels, depending on his interest and familiarity with the subject matter. He particularly enjoyed Nate the Great books and read all of the books in the series. The following book list was created to offer Tyrone a wide range of choices based on his interests and reading ability. These books can be found in the school and public libraries and in local book stores.

Poetry and Joke Books. Joke books (there are hundreds available on a range of reading levels)

- Puffin Easy-to-Read Series (Fishy Riddles, Spacey Riddles, Buggy Riddles, etc.) by Katy Hall & Lisa Eisenberg
- 696 Silly School Jokes and Riddles by Joseph Rosenbloom
- Crack-Ups: A Very Silly Joke Book by Mik Brown
- Why Did The Chicken Cross the Road? By Joanna Cole & Stephanie Calmenson
- Scared Silly! A Book for the Brave by Marc Brown
- poetry by Jack Prelutsky and Shel Silverstein.

Series Books (ranging from easy to more difficult)

- Fox series by Edward Marshall
- Fairy tale retellings by James Marshall
- Nate the Great mysteries by M. W. Sharmat (Tyrone may choose to enjoy some of his favorites)
- Horrible Harry series by Suzy Kline
- Henry and Mudge series by Cynthia Rylant
- Cam Jansen mystery series by David Adler
- Fiction sports books by Matt Christopher (choose the easier series)
- Eeek! Stories That Make You Shriek (each book is written by a different author)

Information books. There are many wonderful, informative nonfiction books available for young readers today. Encourage Tyrone to choose nonfiction books of interest. Support him in his efforts to select books on an appropriate reading level.

- Basketball's Greatest Players by S. A. Kramer. New York: Random House.
- Eyewitness Juniors Amazing animal series. New York: Knopf. (Tyrone will need some support with these.
- Extremely Weird animal series. Santa Fe, NM: John Muir.
- Biographies of famous sport figures (Michael Jordon, Kobe Bryan, etc.) by Richard J. Brenner

Read aloud books. Tyrone enjoys hearing books read aloud. His favorites this year were Sports Illustrated for Kids and Scary Stories to Tell in the Dark by Alvin Schwartz. Please continue to read these aloud to Tyrone and he will soon be able to read them on his own. He may want to hear his favorites again or let him help you pick out new ones. Have fun!

5. Appendices

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